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ABSTRACT

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the fourth meeting of the Coordinating Committee. Topics include description of the remodeling of the interim Centre, and its furnishing and equipping for training and research activities. Support of the governments of the United States, the United Kingdom, Australia and New Zealand is noted. Staff appointments are listed, and training courses and RELC activities are described. Appendices include detailed reports of research work, course assignments, policy statements and proposals. Some conference addresses are also included. (CHK)

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SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION

FOURTH MEETING OF THE CO-ORDINATING COMMITTEE FOR THE REGIONAL ENGLISH LANGUAGE CENTRE

Convened by the Regional English Language Centre

with the co-operation of the

Government of the Republic of Indonesia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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REPORT

FL 007 641

Malang, Indonesia 30 Sept. - 2 Oct. 1968

Contents

		Page
Introduction		1
Part I		
1.	Report by the Chairman of the Coordinating Committee	4
2.	Matters arising out of RELC activities being carried out or planned for the 1968/69 year	13
2.1	Training	
2.1.1	First Training Course September-December 1968	13
2.1.2	Nature of the Second Training Course February-May 1969	18
2.1.3	Definition of "Key Personnel"	19
2.1.4	Certificates and recognition	21
2.1.5	Follow-up of training received at the RELC	24
2.1.6	Enrolment of fee-paying Course Members who are non-SEAMEC scholars	25
2.1.7	Public lectures by RELC staff	28
2.2	National Committees to liaise with the RELC on matters relating to Centre activities	29
2.3	RELC as an evaluation centre for Southeast Asia	31
2.4	First RELC Bulletin and contributions from SEAMEC countries	33
2.5	Regional Seminars	34
3.	Sketch plans of the permanent RELC	36
4.	Priorities of RELC activities under special fund arrangement	37
5.	Request for UNESCO aid	38
6.	Inter-project relations	39
7.	Any other matters	40
8.	Date and place of next meeting	41

Page

Part II

A. Appendices

1. Names and qualifications of Course Members and their assignment areas 42

2. The research program at the RELC 48

3. RELC course work accreditation issues 61

4. Suggested composition of National Committees to liaise with RELC administrative and academic staff 66

5. RELC Library and Information Centre policy statement, book selection policy and loan policy 68

6. RELC reporting system for up-to-date record of TESL/TEFL research and special programmes..... 73

7. Types of materials published in SEAMEC countries needed for the library 82

8. Letter from Professor Francis C. Johnson dated 19 February 1968 85

9. Letter from Professor Francis C. Johnson dated 12 July 1968 90

10. Fund raising proposals approved at the second SEAMEC Project Directors/High Officials meeting in Bangkok, June 1968 93

11. Intensive English Language training for SEAMEC Scholarship students 96

12. Agenda 107

13. Time-table 110

Page

B. Annexes

1. Welcoming speech by Dr P.W.J. Nababan, Chairman of the Organising Committee 112

2. Address by Mr Dardji Darmodihardjo, S.H., Rector of the Institute of Education (I.K.I.P.) Malang 114

3. Address by Mr Sukich Nimmanheminda, SEAMES Director-Designate 120

4. Closing address by the Chairman of the Coordinating Committee 124

5. List of participants 127

6. Malang Organising Committee 130

7. Communique 133

INTRODUCTION

The first meeting of Southeast Asian Ministers of Education was held in Bangkok in November 1965. At this meeting it was decided to establish a Secretariat to facilitate the exchange of resources and stimulate regional cooperation in educational activities among the Southeast Asian countries.

A year later in November 1966, a second conference of the Southeast Asian Ministers of Education was convened at Manila. One of the decisions reached at this meeting was to establish a Regional English Language Centre in Singapore. Subsequently, the Southeast Asian Ministers of Education Council appointed a Coordinating Committee for the Regional English Language Centre comprising one representative from each SEAMEC member country namely: Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam.

At its first meeting in Singapore in June 1967, the Coordinating Committee recommended that an Interim Project Office be established in Singapore to carry out all the necessary pre-project activities and to prepare the way for the first operational year of the Regional English Language Centre to begin on 1 July 1968.

The Second Meeting of the Coordinating Committee was held in Kuala Lumpur in October 1967. At the meeting a set of Project Development Plans which included a description of the Centre's programmes, projected activities, staffing and a funding scheme was prepared for the consideration of the Ministers of Education at their Third Conference in Singapore in February 1968.

The Coordinating Committee held its third meeting in Singapore in April 1968, at which it took note of the revised funding scheme, and the programmes and activities for a five-year period as approved by the Ministers. It also considered in detail the proposed four-month training courses to be held at the Centre and approved job descriptions of the administrative and professional staff of the Centre.

The Fourth Meeting of the Coordinating Committee was held at the Institute of Teacher Training and Education (IKIP) in Malang, Indonesia. It was attended by the Committee Members from Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. Mr Sukich Nimmanheminda, Director-Designate of SEAMES was present at the meeting. Also present were consultants and observers from Thailand, the Christian University, the Atma Jaya Catholic University at Malang, the British Council, USAID, USIS and the Ford Foundation.

During the three-day meeting the Coordinating Committee considered the activities being carried out or planned for the 1963/9 year at the Centre.

REPORT BY THE CHAIRMAN, COORDINATING COMMITTEE

Mr Director, Distinguished Members of the Coordinating Committee, Ladies and Gentlemen:

It is my pleasure to present to you a brief account of the activities at the Regional English Language Centre since our Third Meeting held in Singapore between 1st and 3rd April this year.

Remodeling of the interim Centre at Watten Estate was completed in June. The Centre is now furnished and equipped for training and research activities. A list of 1,000 essential publications for the library was completed in April and Phase A order of library materials was accordingly placed. The publications cover areas of linguistic theory, anthropology and sociology of language, language and psychology, phonology, syntax and morphology, semantics, stylistics, specialised courses, tests and examinations, use of audio-visual aids in language teaching, methodology, dictionaries and periodicals and should form a substantial nucleus at this initial stage of the development of the Centre Library.

To carry out instructional and research activities, the library is also building up its sections of films, filmstrips, tapes, slides, charts and pictures. On behalf of the Centre, I would like to place on record my

deep appreciation to Dr David E. Eskey of the Rockefeller Foundation for assisting the Centre in compiling the list of library books for Phase A order. As with the other SEAMEC projects, the US Government has been providing major support to the Centre from the beginning. In connection with the library, the USG is providing a most valuable range of library items and instructional materials covering all areas of linguistic and language education studies. The Government of the United Kingdom is also making a valuable contribution of more than 600 volumes of major TESL publications and a range of audio-visual aids and materials to the Centre. The Governments of Australia and New Zealand have also responded generously to our requests for presentation of library items. We are indeed grateful for the assistance we are receiving. Our thanks are also due to the many publishers who have responded enthusiastically to the Centre's invitation to send in complimentary sets of instructional materials, which in their experience have proved valuable in English teaching. One publisher has also agreed to present the Centre with a set of Encyclopaedia Britannica.

On the staff side, five full-time professional staff have been recruited under the provisions for the Interim Operational Period. Dr Donald Paul Horst, an Experimental Psychologist who obtained his Doctorate degree from Stanford University, is Specialist in Research Design and has been with the Centre since 26th December last year as the

TEP Research Supervisor. Mr Raymond Kenneth Tongue, who obtained his degrees from Oxford and Edinburgh Universities and had many years of teaching experience in higher education institutions in four of the SEAMEC countries before joining the Centre in July this year, is the Specialist in Methodology. Mr Alan Dallas Moller, who holds degrees of Cambridge and Edinburgh Universities, joined the Centre as Specialist in Instructional Materials on 2nd September. Dr Donald M. Topping, who received his education in the University of Kentucky and Michigan State University and has been Assistant Professor of Linguistics at the East-West Centre of the University of Hawaii, joined the Centre on 12th September as Specialist in Linguistics. Miss Yolanda Beh from Malaysia was appointed Librarian and Head of the Information Centre as from 2nd September. Miss Beh holds a Master's Degree in Library Science and has had several years' experience in responsible positions at the Brooklyn Public Library in New York and the University of Malaya Library. In addition, part-time instructional staff have been engaged for elective and optional courses such as Audio-Visual Aids, Techniques of Speech Training and Remedial English. Mr Lim Poh Cheng an experienced and qualified TESL Singapore teacher was seconded by the Singapore Ministry of Education to the Centre as from May 1968 as Language Laboratory Assistant during the 2-year interim operational period. Mr Lim

was given intensive training courses in the operation and maintenance of language laboratories through the cooperation of the Far East Training Centre of the Royal Army Educational Corps and the Nanyang University.

Our Distinguished Members will be pleased to know that plans for the permanent Centre are developing satisfactorily. Details of the 18-storey building have been worked out and preliminary sketch plans have been approved. Working and structural drawings are now completed. The names of qualified Class A contractors have also reached the Singapore Ministry of Education. A set of the sketch plans of the permanent Centre will be available for study by participants at this meeting.

In accordance with our recommendations made at the Third Coordinating Committee Meeting, the first 4-month course at the Centre commenced on 2nd September this year and will end on 28th December. The Ministries of Education of six SEAMEC countries nominated three senior educationists each for SEAMEC scholarships to study at our Regional Centre. The countries are Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam. Of the 18 course members, 4 are college or university lecturers, 8 are supervisors of English teaching attached to the Ministries of Education or in-service courses, 2 are school principals and 4 are high school teachers. The course provides 300 hours for lectures, discussions,

seminars and practical sessions on teaching English as a second or foreign language with emphasis on practical application, and 100 hours for a special investigation into a TESL problem of particular interest to the country from which the course member comes. The special assignment is individually supervised by a member of the academic staff.

On the research side, it is my pleasure to report to you that the TEP tryouts have been given optimum participation by SEAMEC countries. In the Phase B tryout between May and August, the Centre was happy to have as Research Counterparts Miss Carolina Rionda from the instructional staff of the University of the Philippines Institute for Language Teaching and Enche Abdul Halim bin Haji Abdullah from the Federal Inspectorate of the Malaysian Ministry of Education. Madame Thonglouy Inthavong from Laos participated as trainee in the 280-hour course. Madame Inthavong, with TESL training received at Southern Illinois University and experience in TESL in her own country, was also an active contributor in this research project. On 8th August there was a simple Certificate Awarding Ceremony at the Centre when Certificates of Attendance were awarded to 11 Singapore teachers who had completed the 280-hour course in Teaching English as a Second Language in Phases A and B of the TEP tryout. Madame Inthavong who joined the Phase B course on 10th June was awarded the Certificate on 28th August. In the current Phase C tryout which started on 26th August and will continue till mid-November,

we are gratified to have as Research Counterparts Mrs J. Rumbajan Pakasi of the Faculty of Language & Arts of Malang IKIP, Mr Suksan Suksomboon, Head of the English Department, Mahasarakam Teachers College, Thailand, and Mr Hoang Diem of the Technical High School in Saigon. The Singapore Research Counterparts, Mr Loh Peng Yim and Mr Yuen Ngok Onn will remain with the project till the TEP tryouts are concluded.

The Centre's first issue of the Newsletter was timed to appear in September in order to coincide with the commencement of the first training course. The Centre was grateful to have received messages for this first issue from H.E. Mr Ong Pang Boon, the President of SEAMEC and Dr Kaw Swasdi Panich, the Interim Director of SEAMES.

The Regional Seminar on the Training of English Language Teachers held at the interim Centre from 4th to 6th April was attended by delegations from all SEAMEC countries, Hongkong, a number of higher educational institutions in and outside the Southeast Asian region, foundations and international organisations. On behalf of the Centre I would like to express my deep gratitude to Mr Sukich, SEAMES Director-Designate for extending his stay in Singapore after the Third Coordinating Committee Meeting to address the Seminar participants on the first day.

It is envisaged that the Seminar Report with descriptions of training programmes for teachers of English in SEAMEC countries will be a valuable document to educationists concerned with TESL programmes. The Centre has received numerous requests for this document from countries outside the Southeast Asian region.

I am happy to report to you that the Centre has generated a great deal of interest among people in education and government circles. Congratulatory and good-will messages from well-wishers have been received from far and wide. Liaison is being established with major TESL institutions such as the British Council in London, the Center for Applied Linguistics in Washington, the Department of Education and Science in Sydney, as well as University Departments where TESL courses are offered. Since we moved into Watten Estate there has been a continuous stream of educationists visiting the Centre, often delegations from Southeast Asian countries such as the party of 60 teacher-educators from Thailand led by Dr Bhunthin Attagara, Director-General of Teacher Training in Thailand who visited the Centre on 10th July. One of the visitors in August was Dr Arthur H. King, Controller of the Education Division of the British Council in London, who made a special one-day stopover in Singapore to visit the Centre on his way to attend the Commonwealth Universities Conference held in Sydney. In this connection

it is my sincere hope that my request made in August for presentations of works of art by SEAMEC countries is being favourably considered, and that before long our Regional Centre will also be able to offer to her many visitors glimpses of the rich cultural heritage which is our privilege to have in Southeast Asia.

Finally, I would like to take this opportunity to thank the Government of the Republic of Indonesia for graciously agreeing to host the Fourth Meeting of the Coordinating Committee soon after I approached Dr Sumantri Hardjoprakoso, Secretary-General of Education in July this year. That Malang is chosen as the venue for the meeting is both natural and appropriate in view of the active role the Malang IKIP is playing to raise the standard of English teaching in Indonesian secondary schools, largely through a very successful graduate programme for English language teachers set up jointly by the Ministry of Education and the Ford Foundation. It is through being on the spot where things happen that the Coordinating Committee is able to formulate rational and realistic policies that would lead to the improvement of English teaching programmes through the crucial task of strengthening and supporting national institutions and not duplicating national projects.

Ladies and Gentlemen, I am pleased to report to you that the Regional English Language Centre has got on to a good start. Our first training course

is progressing well. Our first research project of a 10-month tryout of TEP is nearing completion and can look forward to a stimulating regional seminar in early November this year when recommendations on the future of TEP in Southeast Asia will be made. After the pre-project period we are now in the second stage of development planning. My distinguished colleagues will agree that there must now be even greater determination and will and more fruitful cooperation on our part in order to accelerate achieving the RELC objectives, which are in harmony with the overall educational planning to develop human resources in our countries and in an Asian setting.

Thank you.

2. MATTERS ARISING OUT OF RELC ACTIVITIES BEING CARRIED OUT OR PLANNED FOR THE 1968/9 YEAR

2.1 Training

2.1.1 First Training Course, Sept - Dec 1968

Progress Report

The delegates were informed that in accordance with recommendations made at the Third Coordinating Committee Meeting, the training course was problem-oriented in order to meet the varied needs of the member countries.

Attention was directed to the list of names and qualifications of the course members as well as their special assignments (See Appendix 1).

It was mentioned that the professional staff at the RELC were careful in assisting the course members to select assignments which were relevant to the TESL problems within their own countries.

Discussion

The Indonesian delegate sought clarification regarding the assignment selected by one of the Indonesian course members, entitled "The drawing-up of a three-week (100 hours) in-service programme for teachers of English who will be using the Indonesian Ford Foundation materials".

It was explained that this course member anticipated the possibility of conducting an intensive in-service course at a later date using Salatiga materials.

The Thai delegate requested clarification of reference to "Ford Foundation materials". It was explained that since the Ford Foundation assisted the Indonesian Ministry of Education in the preparation of the materials, this name was assigned to the materials.

The Thai delegate further expressed the view that the drawing-up of in-service training programmes required a considerable amount of consultation with all persons to be involved in an in-service programme and it was hoped that this requirement would be given due consideration.

The delegate from Thailand remarked that it would be very worthwhile for the course member from Thailand to include some sample exercises for remedial teaching when pursuing the assignment "Remedial Techniques for the Teaching of Written English in Upper Secondary Classes in Thailand".

The Philippine delegate considered some of the assignment titles to be too vague and suggested that the description of the special assignments selected by some course members be more specific. The

Chairman assured the delegates that some of the titles would be made more specific.

The delegate from Malaysia was satisfied with the special assignments selected by the course members from Malaysia, but wondered whether the assignment of "A Contrastive Phonological Analysis of English and Bahasa Melayu" was feasible in view of the time available for such a study-analysis. The Chairman reported that since the course member concerned was considered competent linguistically and was well-versed in English and Malay he would be able to conduct such an analysis.

The Philippine delegate informed the meeting that the relevance of "The Teaching of Reading in First and Second Grades in Baguio Province" would be confined to Baguio City only, but the assignment could serve as a model to show how a national need might be met, and hoped that the results of this special assignment would benefit Baguio.

The delegate from the Philippines wondered how much time it would require to carry out the assignment on "A Contrastive Grammatical Analysis of Thai-English Verb System" if the title accurately states what it intends to cover.

The Chairman informed the delegates that initially the special assignments selected by the course members were to reflect the

discussions held by the course members with their own country authorities as well as consultations with their respective professional tutors at the Centre. However, those titles, after discussion with the tutors would be more specifically worded if required.

The Lao delegate mentioned the difficulty of sending trainees to the Centre for the first 4-month course in view of the shortage of qualified key personnel.

The Chairman informed the delegates that the qualifications of the course members at the Centre varied. The Centre's programme is flexible in order to meet the needs of each course member. The time-table covers formal lectures, seminars and practical sessions. Thus, the needs of the course members from Laos would be fulfilled.

The delegate from Laos then reiterated that every effort would be made to send course members to the second 4-month course and expressed her wish that Laos be permitted to send more than the allotted three members to subsequent courses.

The case of unused scholarships due to one or more member countries not being able to fill the number of places allocated was then discussed. After considerable deliberation by the delegates, citing the importance of sending in nominations by the date established

by the Centre, consensus was reached that any vacancies under the SEAMEC scholarship scheme should be offered to the member countries of SEAMEC first and then offered to fee-paying members of SEAMEC or non-SEAMEC countries. Tuition to non-SEAMEC scholars should also be at a slightly higher rate.

In reference to the "Outline Syllabuses" prepared for the course members by the Centre staff, the Chairman stated that new elective courses would be introduced during the second month of the course. All subjects suggested in the First Seminar on the Development of the Regional English Language Centre would be considered.

Recommendations

(1) That the date established by the Centre for sending in nominations be observed by member countries in order to enable the Centre to make arrangements to fill any vacancies due to one or more member countries not being able to fill the number of places on the course allocated to them.

(2) That prospective course members discuss with their own educational authorities the nature of the special assignments to be undertaken at the Centre during the training period.

2.1.2 Nature of the Second Training Course Feb - May 1969

Discussion

The Chairman informed the delegates that an evaluation of the first course at this time was not feasible since the course began on 2 September 1968. However, the professional staff would conduct an evaluation before the completion of the first course in order to incorporate possible improvements in the second course.

Section 1 of "Research Programme at the RELC" (See Appendix 2) was referred to as a description of the evaluation process for the first 4-month course and it was requested that the Coordinating Committee authorise the Centre staff to use their discretion in determining the syllabus for the second course.

Opinions were invited from the delegates regarding the nature of the second course. It was agreed that it should be essentially a TESL course.

It was agreed that invitation letters for nominating course members to the second training course should be sent out by mid-November and that nominations should reach the Centre not later than 31 December 1968. The delegate from Vietnam requested special consideration be given to Vietnam if nominations arrived a little late in view of the present situation in her country.

Recommendations

(1) That the proposed evaluation procedure prepared by Dr Donald Horst (See Appendix 2) be adopted for the evaluation of the first training course.

(2) That letters to invite nomination of course members for the second course be sent to the respective countries by mid-November and that nominations should reach the Centre not later than 31 December 1968.

(3) That the second training course, Feb - May 1969, be essentially a TESL course and that the detailed syllabus be left to the discretion of the Centre Director and the professional staff.

(4) That at the time of nomination the Regional English Language Centre be informed by the respective Ministries of Education of the specific duties in English teaching programmes each course member would be expected to carry out on completion of the 4-month course.

2.1.3 Definition of "Key Personnel"

Discussion

The Chairman reminded the delegates that the rationale of the Centre specifically stated that the Centre programmes should not duplicate national efforts. In the case of training programmes the Centre was to give

training to key personnel or potential key personnel in teacher-training, research and materials development services.

The delegates were requested to maintain strict adherence to the definition of key personnel or potential key personnel as those individuals who would be in a position to influence markedly the teaching of English as a second or foreign language upon their return to their respective countries. It was urged that recommendations be made for their full utilisation upon resuming their positions within the educational systems. However, special consideration should be given to Laos, due to her difficulty in the nomination of qualified "key personnel".

The Philippine delegate proposed that in addition to the present training courses, the Centre should also consider sponsoring the development overseas on a higher level of key personnel from member countries to prepare for the possible need of leadership beyond that for which the present training courses were intended. The services of these key personnel could on their return be made available to both the Centre and their respective countries.

The proposal by the Philippine delegate was noted.

Recommendations

(1) That as far as possible key or potential key personnel be nominated for RELC courses and that special consideration be given to Laos regarding the nomination of "key personnel".

(2) That upon completion of the RELC courses, course members be fully utilised for the implementation of effective TESL/TEFL programmes in their respective countries.

2.1.4 Certificates and Recognition

Report

Dr Robert Jacobs presented his paper, "RELC Course Work Accreditation Issues" (See Appendix 3) for the delegates' consideration.

Discussion

The Chairman drew the attention of the delegates to the three alternatives contained in the paper.

The Philippine delegate was of the view that the procedure for securing recognition of the RELC Certificates could be complicated and that a special study-group might have to be appointed to study the problems involved.

The Observer from the British Council mentioned the possibility of competition between the Centre and the Universities, which confer degrees. This would create the problem of the Centre perhaps losing key personnel as its course members.

The Thai delegate felt that the Centre should function as an institution with a problem-oriented programme in order to meet the immediate practical needs of the respective countries and this was all-important. And as such the RELC Certificates should receive appropriate recognition from the educational systems of member countries.

The delegate from Malaysia mentioned that perhaps the best solution was to grant returned course members incremental benefits. However, since the course members were "key personnel" the question of increments might not arise.

The Vietnam delegate stated that her Government would recognise in principle the Certificate from the Centre but evaluation of it would have to be in accordance with current practice in evaluating certificates or degrees from overseas institutions.

The delegate from Laos said that the Lao Ministry of Education would recognise the value of the RELC Certificate but there is

a requirement that a training course must be of a minimum of six months duration which must be satisfied in the promotion exercise.

In discussing the format of the Certificate to be awarded at the end of the first training course, attention of the Committee was drawn to the fact that English is taught as a foreign language in some SEAMEC member countries and as a second language in other member countries.

The delegates from Indonesia, Laos, Thailand and Vietnam felt that course members from their countries should receive certificates in the teaching of English as a foreign language while the delegates from Malaysia, the Philippines and Singapore agreed that their course members be presented with certificates in the teaching of English as a second language.

Recommendations

(1) That SEAMES take up the matter of recognition of the RELC Certificates with the respective Ministries of Education of the member countries.

(2) That two certificates be issued in accordance with each member country's determination as to whether English is established as a second or foreign language.

2.1.5 Follow-up of training received at the RELC

Discussion

During this session delegates emphasised the importance of optimum utilisation of the training received by course members on their return to their respective countries.

The Philippine delegate elaborated on some of the problems involved in the assignment of returned course members. Assignments to various posts in the Philippines rested with local authorities and as a consequence training received at the Centre might not be fully utilised. It was suggested that this problem be brought to the attention of the Coordinating Committee member of the Philippines.

The Vietnam delegate favoured follow-up action on trainees and would take steps to recommend full utilisation of course members to the Ministry of Education. She also suggested the submission of periodic reports to the Centre regarding each trainee's professional activities upon his/her return.

The Chairman mentioned the possibility of the Centre initiating a follow-up system by making inquiries at regular intervals as to the returned course members' professional activities.

The delegate from Thailand suggested that the National Committee of each country prepare a report on the activities of returned course members and send it to the Centre.

The Philippine delegate further suggested that returned course members be encouraged to write professional articles dealing with TESL for publication.

Recommendation

That every effort be expended by the respective member countries to utilise the trained course members to the fullest extent and that some means be used to inform the Centre of the course members' professional activities.

2.1.6 Enrolment of fee-paying course members who are non-SEAMEC scholars

Discussion

The Chairman cited several instances where the Centre had received applications from individuals, from both within and outside the SEAMEC region, for enrolment in the RELC training courses. The question was posed as to whether it was advisable to encourage individuals or groups from non-SEAMEC countries to seek training at the Centre and therefore extend the services to a wider range of people.

The Director of SEAMES stated that it was desirable for non-SEAMEC country trainees to participate if facilities so permitted, but that trainees from SEAMEC countries should be given priority in filling vacancies provided by the SEAMEC scholarship scheme. Member countries should be notified as to the number of vacancies available for each course. He further stated that there should be no wastage of places at the Centre and if these vacancies were not filled by member country nominees, the Centre Director should then have the authority to use her discretion in accepting applicants from non-SEAMEC countries. He emphasised, however, that these trainees must be bona fide scholars and that the fee should be slightly higher than that of the SEAMEC trainees.

The Philippine delegate suggested that if the additional course members came from a SEAMEC country, the tuition fee should be the same as for nominated course members but if the prospective course member came from outside the SEAMEC countries the fee should be slightly higher.

The Chairman mentioned that once the Centre accepted fee-paying scholars there would be income at the Centre and posed the question as to where these fees should be put in the budget. The Consultant suggested that the payment from fee-paying members be allocated to the operational budget.

The delegate from Indonesia made the observation that if SEAMEC countries were offered scholarships for sending scholars to overseas institutions for TESL training, it might be less expensive to send the scholars to the RELC.

The question was raised as to the possible difficulties arising if member countries, sending trainees above their quota, should grant smaller or larger subsistence allowances to these trainees.

Several observations were made as to possible embarrassment but it was decided that should this situation arise the respective Ministries of Education in the SEAMEC countries would have to be consulted. Advice could also be sought from SEAMES.

Recommendations

(1) That vacancies arising out of unused training scholarships be offered to applicants from member countries first and if these were not utilised then the vacancies should be offered to non-SEAMEC country scholars at the discretion of the Centre Director.

(2) That additional course members from SEAMEC countries be charged the same tuition fee as SEAMEC scholars.

(3) That course members from non-SEAMEC countries be charged a slightly higher tuition fee.

2.1.7 Public lectures by RELC staff

Discussion

The Chairman informed the meeting that the Centre professional staff might be making study tours to SEAMEC countries in between training courses. Such professional staff could be made available to member countries for one or two public lectures or consultant services during these study tours. The Centre intended writing to the respective Coordinating Committee members before such visits were made to member countries. The Chairman hoped that facilities (administrative and professional assistance) would be extended to the RELC staff by SEAMEC countries in order to make such tours profitable.

The Malaysian delegate welcomed this idea. The delegate from Thailand felt that each member country should utilise the services of these RELC staff members to their fullest.

The Philippine delegate made a request that the staff members' curriculum vitae including areas of special interest be forwarded to the respective countries one month prior to the scheduled visit to facilitate necessary arrangements.

The Thai delegate mentioned that eminent visiting scholars from other parts of the world scheduled at the RELC might be called upon

by SEAMEC countries on their itinerary to give some lectures. Similarly, eminent TESL scholars passing through Singapore on their way to or from SEAMEC countries could be invited to lecture at the RELC.

The delegate from the Philippines suggested that lectures by visiting scholars at the RELC or SEAMEC countries could be taped and a collection of these tapes could be built up at the Centre's library. To start such a collection, some tapes would be forwarded to the Centre from the Philippines.

2.2 National Committees to liaise with the RELC on matters relating to Centre Activities

Discussion

The Chairman referred to the working paper entitled "Suggested Composition of National Committees to liaise with RELC Administrative and Academic Staff" (See Appendix 4) and invited the delegates to study it in conjunction with the other documents that were tabled. These were "RELC Library and Information Centre Policy Statement, Book Selection Policy and Loan Policy", "Reporting System for up-to-date record of TESL/TEFL research and special programmes planned or underway in the region" and "Types of Materials published in SEAMEC countries needed for the Library" (See Appendices 5, 6 & 7).

The delegate from Laos stated that the names of two persons had been submitted as members to liaise with RELC.

The Indonesian delegate reported that names had not been submitted to date but that submission would be forthcoming in the near future.

The Malaysian delegate stated that he had been unable to take action on this question due to his recent appointment as a member of the Coordinating Committee but he would do so upon his return home.

The delegate from the Philippines reported that Mr Enriquez, Coordinating Committee member from the Philippines had mentioned three names to her and was under the impression that the names had been forwarded to the Centre.

The Vietnam delegate reported that three names had been submitted to the Minister of Education.

The delegate from Thailand reported that there were coordination difficulties within Thailand but attempts were being made to establish an effective working group which would be representative of all interested groups within the educational system. She also suggested that possibly during the next Project Directors Meeting, convened by SEAMES, a request be made to have expenses-paid national committee members of the respective countries attend RELC Coordinating Committee Meetings from time to time in order to facilitate communication and planning.

It was agreed that the names of National Committee members should be submitted to the RELC by 26 October 1968. In case of difficulty, names of interim liaison officers should be sent in by that date.

Recommendations

(1) That the working group at the national level be referred to as the National Committee.

(2) That the names of the National Committee members with assigned areas be submitted to the RELC by 26 October 1968.

(3) That the suggested composition of National Committees be adopted.

(4) That the RELC proposed Library Policies and the proposed "Reporting System for up-to-date record of TESL/TEFL research and special programmes planned or underway in the region" as amended by the Committee be adopted.

2.3 RELC as an evaluation centre for Southeast Asia in establishing tryout centres to evaluate instructional materials

Report

The Chairman informed the delegates that a letter had been received from Professor F. Johnson of the English Department, University of Papua and New Guinea exploring the feasibility of the RELC serving as

evaluation centre for the Southeast Asian region to try out new instructional materials prepared jointly by the University of Papua and New Guinea and the University of Hawaii.

Letters from Professor Johnson (See Appendices 8 and 9) were referred to by the Chairman for discussion.

Discussion

Various delegates expressed interest in the UPNG proposal.

The Chairman said the Centre would continue to correspond with the University of Papua and New Guinea and since the materials were not yet available and the evaluation would not begin until September 1969, the matter could be discussed again at the next Coordinating Committee meeting when more definite plans would be known.

Since Dr G. Dykstra of the University of Hawaii was cognizant of this possibility with UPNG and was also in communication with Professor Johnson, the Centre anticipated inviting Dr Dykstra to a professional seminar or at some point during the second course in 1969.

The delegates agreed that the invitation should be extended to Dr Dykstra as well as to other eminent TESL specialists.

2.4 First RELC Bulletin and contributions from SEAMEC countries

Discussion

The Chairman invited suggestions of suitable topics for the first RELC bulletin. She requested the delegates to keep in mind earlier recommendations as set forth on page 21 of the RELC Proposed Development Plan (SEAMES/P6/TMC). These recommended topics included Statistics, English Course Profiles, Interesting English Programmes, Research in Progress both within and outside the Region, and suggestions to teachers regarding TESL.

Various delegates responded that the bulletin should be of a practical service to member countries. After some discussion it was agreed that the first bulletin should give emphasis to current research projects and special programmes. It was also felt that the Editor should be given the authority to decide whether the bulletin should devote itself to a single theme or cover a variety of topics. It was agreed that book reviews and notes related to ELT be included in the bulletin. Reproduction of articles published in the bulletin should be allowed provided suitable acknowledgement is indicated in the reproduction.

The delegate from Vietnam suggested that the National Committees should liaise with the Editor at the RELC to coordinate the work and provide all necessary information including detailed mailing lists.

Recommendations

(1) That contributions for the first issue of the bulletin should reach the RELC by 15 January 1969.

(2) That no payment be made to contributors to the first issue at least.

(3) That the first issue be circulated free of charge if possible.

(4) That the mailing list include universities, Ministries of Education, teachers training institutions with English departments, education offices and inspectorates, senior high schools and overseas TESL centres.

2.5 Regional Seminars

Report

The delegates were informed that there would be two seminars held during the current interim operational year (1968-1969). The first one, scheduled to be held at the Centre from 31 October to 2 November 1968, would be on the TEP Tryouts at the RELC. The participants would include members of the Coordinating Committee, Research Counterparts, SEAMES Officials and representatives of the American Institutes for Research.

Discussion

During discussion it was the consensus of the meeting that the second seminar should be on "New Developments in the Theory and Methods of Teaching and Learning English", a topic recommended at previous Committee meetings.

The second seminar was tentatively scheduled from 23 June to 3 July 1969. Three delegates from each SEAMEC country would be invited to attend and specialists from within and outside the region would be invited to give lectures or demonstrations at the seminar.

The venue for the second seminar would be decided on at a later date.

Recommendations

(1) That the second seminar in the 1968/9 year be on "New Developments in the Theory and Methods of Teaching and Learning English".

(2) That the second seminar be tentatively scheduled from 23 June to 3 July 1969.

3. SKETCH PLANS OF THE PERMANENT RELC

The preliminary sketch plans of the 18-storey permanent RELC were displayed and explained by the Chairman. The facilities contained in the building were noted by the delegates.

4. PRIORITIES OF RELC ACTIVITIES UNDER SPECIAL FUND ARRANGEMENT

Report

The Chairman referred the meeting to the document "Fund-raising proposals approved at the Second SEAMEC Project Directors/High Officials Meeting in Bangkok, June 1968" (See Appendix 10). She said that in order to assist SEAMES in its effort to raise the required Special Fund for RELC activities, it was necessary for the Committee to decide on priorities for expending such funds as they became available.

Discussion

At the end of a full discussion, the Committee agreed that the order of priority should be:

(1) Training Scholarships

(2) Coordinating Committee Meetings

(3) Seminars and Conferences

(4) Consultant Services for National Programmes

(5) Research Fellowships

(6) Personnel Exchanges

(7) Financial Grants to National Programmes

Recommendation

That with reference to the Special Fund components, the order of priority as established by the Coordinating Committee be adopted.

5. REQUEST FOR UNESCO AID

The Chairman informed the meeting that the Singapore Ministry of Education intended approaching UNESCO for assistance in the provision of staff and scholarships.

The Committee recorded appreciation of the initiative taken by the Singapore Ministry of Education on this matter.

6. INTER-PROJECT RELATIONS

The Chairman brought to the attention of the Committee the paper "Intensive English Language Training for SEAMEC Scholarship Students" (See Appendix 11) prepared by the RELC Director for the Second SEAMEC Project Directors/High Officials Meeting in Bangkok, 25 to 28 June 1968. The meeting noted that the recommendations contained in the paper received favourable consideration at the Bangkok meeting.

7. ANY OTHER MATTERS

The Centre's official request to SEAMEC Ministries of Education in August 1968 for presentations of works of art was brought up. The delegates indicated that the request was being favourably considered by the respective Ministries of Education. In fact, some objects of art were ready for sending to the RELC. The Chairman expressed her deep appreciation to the Coordinating Committee members for the action taken.

8. DATE AND PLACE OF NEXT MEETING

It was decided that the fifth meeting of the Coordinating Committee should be held from 4 - 6 March 1969 (tentative dates). The Committee welcomed the statement by the Philippine delegate that her Government would be pleased to host the fifth meeting and unanimously agreed that the meeting should be held in the Philippines.

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APPENDICES

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Regional English Language Centre

SEAMEC SCHOLARS

September - December Course 1968

Country	Name	Designation	Qu
Indonesia	Miss Soemeinah Joedodibroto	English Teacher and Lecturer in Up-Grading (in-service) Courses.	Diplo Indo
	Mr Soekartono	English Teacher and Lecturer in Up-Grading (in-service) Courses.	Diplo Sema Certi of T (In- Tra
	Mr Atang Kartiwa	Inspector of IMP, Department of Basic Education and Culture.	B.A. Indo
Malaysia	Mr Lincoln Nadarajah	Senior Lecturer and Head of English Dept., Sultan Idris Teachers' College, Perak.	Norma Certi (Uni Aus In-Se TESL
	Mr Ding Huong Doh	Inspector of Schools, Federal Inspectorate, Ministry of Education.	B.A. Diplo Ling (Lon

lish Language Centre

EC SCHOLARS

December Course 1968

Designation	Qualifications
ish Teacher and Lecturer Up-Grading (in-service) rses.	Diploma A (S.G.K.P. Indonesia)
ish Teacher and Lecturer Up-Grading (in-service) rses.	Diploma A (PGSLP, Semarang) Certificate in Methods of Teaching English (In-Service Teacher Training, Salatiga)
ector of IMP, rtment of Basic cation and Culture.	B.A. majoring in Indonesian
r Lecturer and Head nglish Dept., n Idris Teachers' lege, .	Normal-Trained (Malaya), Certificate in Education (Univ. of Queensland, Australia), In-Service Course in TESL
ctor of Schools, al Inspectorate, try of Education.	B.A. Hons. (London Univ.) Diploma in General Linguistics and Phonetics (London Univ.)

Country	Name	Designation	Qu
	Mr Sufian bin Taimon	Principal, Sekolah Menegah Seri Tanjong, Kuala Selangor.	Normal (Mala
Philippines	Mrs Victorina P. Flores	Division Supervisor of English, Baguio City.	E.T.C. Colle Certif of En Langu
	Mrs Elena C. Cutiongco	Head Teacher of an Elementary School, Bureau of Public Schools.	E.T.C. (Phil M.A.T. (Univ
	Mrs Paz Sorio Maneclang	Division Supervisor of English and Regional Coordinator.	P.S.E. (Univ
Singapore	Miss Amy Sobrielo	Assistant Lecturer, Teachers' Training College.	B.A. a (Univ Advanc (Univ
	Mr Fok Fook Choon	Assistant Inspector of Schools.	Certif (TTC)
	Mr Phang Soon Hock	Assistant Inspector of Schools.	Certif (TTC)

Designation	Qualifications
rincipal, Sekolah Menegah Seri Tanjong, uala Selangor.	Normal Class Trained (Malaya)
ivision Supervisor of English, guio City.	E.T.C. and B.S.E. (Baguio Colleges, Philippines) Certificate in Teaching of English as a Second Language (UCLA, USA)
ead Teacher of an Elementary School, ureau of Public Schools.	E.T.C. and B.S.E.E. (Philippine Normal College) M.A.T. majoring in Reading (Univ. of the Philippines)
ivision Supervisor of English and Regional Coordinator.	P.S.E. majoring in English (Univ. of the Philippines)
ssistant Lecturer, eachers' Training College.	B.A. and Dip. Ed. (Univ. of Singapore) Advanced Diploma in Education (Univ. of Manchester)
ssistant Inspector of Schools.	Certificate in Education (TTC)
ssistant Inspector of Schools.	Certificate in Education (TTC)

Country	Name	Designation	Qu
Thailand	Miss Panee Boonthavi	Lecturer, Department of English, Faculty of Arts, Chulalongkorn Univ., Bangkok.	B.A. M.A. M.A. Lite Wash
	Miss Narumon Saengplong	Teacher, Srisuriyothai School, Yanawa, Bangkok.	B. Ed
	Mr Prapart Brudhiprabha	Instructor, Dept. of English, Nakhon Ratchasima Teachers' College.	Dip. Teac B. Ed (Col Univ Wale
Vietnam	Mrs Ngo Thi Van	Teacher, Le Van Duyet High School.	Gradu of P
	Mrs Dao Kim Phung	Teacher, Petrus Ky High School.	Gradu of P of L
	Mr Hoang Dinh Thanh	Teacher, Chu-Van-An High School.	M.A. (Fac Saig

Designation	Qualifications
Lecturer, Department of English, Faculty of Arts, Chulalongkorn Univ., Bangkok.	B.A. (Chulalongkorn Univ.) M.A. (Chulalongkorn Univ.) M.A. majoring in English Literature (Univ. of Washington, USA)
Teacher, Srisuriyothai School, Yanawa, Bangkok.	B. Ed. majoring in English
Instructor, Dept. of English, Nakhon Ratchasima Teachers' College.	Dip. Ed. (Chandrakasem Teachers' College) B. Ed. and D.E.S.L. (College of Education, Univ. College of North Wales)
Teacher, Le Van Duyet High School.	Graduate Diploma (Faculty of Pedagogy, Saigon)
Teacher, Petrus Ky High School.	Graduate Diploma (Faculty of Pedagogy and Faculty of Letters, Saigon)
Teacher, Chu-Van-An High School.	M.A. majoring in English (Faculty of Letters, Saigon)

RELC Training Course, Sept - Dec 1968

Special Assignments (100 hours) selected by Course Members

INDONESIA

1. Miss Soemeinah Joedodibroto	An examination of the teachers' guides to 1st year Salatiga materials with a view to suggesting revisions.
2. Mr Soekartono	A Critical Evaluation of English Syllabus currently being used in Indonesia, and proposed revisions of selected portions.
3. Mr Atang Kartiwa	The drawing-up of a three-week (100 hours) In-service programme for teacher of English who will be using the Indonesian Ford Foundation materials. The programme will include: (i) syllabuses and content of such a course; (ii) allocation of time to each branch of the course syllabus.

MALAYSIA

1. Mr Lincoln Nadarajah	Audio-Visual aids in the teaching of English in Malaysian primary schools.
2. Mr Ding Huong Doh	A Contrastive Phonological Analysis of English and Bahasa Malayu. (The analysis will be followed up by sample teaching materials designed for specific areas of phonological interference.)
3. Mr Sufian bin Taimon	An analysis of errors in written English made by Menengah Three pupils in the Malay medium in Malaysia.

PHILIPPINES

1. Mrs Victorina P. Flores	The teaching of Reading in First and Second grades in Baguio Province, Philippines.
2. Mrs Elena C. Cutiongco	The designing of materials for the testing of oral English in elementary schools in the Philippines.
3. Mrs Paz Sorio Maneclang	Methods of improving Formal Theme Writing (Composition) in First-Year High School in the Philippines.

SINGAPORE

1. Miss Amy Sobrielo	An Error Analysis of Spoken English of Singapore pupils for whom English is a Second Language.
2. Mr Fok Fook Choon	The preparation of oral English materials for the first term of Primary One (Malay and Chinese streams) based specifically on the two following principles: (i) the exploitation of cognates between L1 & L2; (ii) the designing of materials aimed at capturing the child's interest at the initial stages of learning.
3. Mr Phang Soon Hock	An examination of the teaching of English in Primary VI with suggestions on how to make use of the materials available.

THAILAND

1. Miss Panee Boonthavi	Error Analysis of Written English of Thai University Students, with suggestions for remedial work.
2. Miss Narumon Saengplong	Remedial Techniques for the teaching of written English in upper Secondary classes in Thailand.

3. Mr Prapart Brudhiprabha	A Contrastive Grammatical Analysis of Thai English verb Systems. (The analysis will be followed up by sample exercises designed for specific areas of grammatical interference.)

VIETNAM

1. Mrs Ngo Thi Van	Techniques for the teaching of English to pupils who select English as their second foreign language in secondary schools in Vietnam, with special attention being paid to the following two special problems: (i) the pupils are 15-year old beginners (at the commencement of the Second Cycle); (ii) the classes contain more than 50 pupils.
2. Mrs Dao Kim Phung	An evaluation of the syllabus and materials for teaching English in Vietnam.
3. Mr Hoang Dinh Thanh	The teaching of Reading at the secondary level in Vietnam.

Appendix 2

The Research Program at the RELC

A Report to the Fourth Meeting of the Coordinating Committee

by Dr Donald Paul Horst,
Specialist in Research Design

The major research activity at the RELC continues to be the experimental tryout of the Teacher Education Program. A separate progress report on the TEP tryout is attached.

With the arrival of the professional staff at the Centre in September programs have also been started to implement the research activities outlined in Appendix 2 of the Report of the Third Meeting of the Coordinating Committee (page 31). Progress and plans relating to these activities are as follows:

1. Evaluation of the first Four-Month Course

Formulation of the course syllabus and the evaluation procedures are still in an exploratory phase. A questionnaire was designed and administered to course members to assess the level of their previous formal and practical training in TESL and related subjects. The level of the spoken English of the course members was evaluated by the Specialist in Speech Training, and recordings were made of each trainee's speech so that comparisons can be made at the end of the course. We are now awaiting the arrival of a pre- and post-test battery covering skills generally considered to be

relevant to TESL teaching. It is hoped that this test will provide an objective measure of information acquired during the Four Month Course. Final evaluation will include the opinions of course members on the effectiveness of the course, obtained through a formal questionnaire (currently being designed), and through discussions with the RELC professional staff. It will also include a summary based on staff members' evaluation of the progress of the course members.

2. TEP activities (Please see attached supplementary Report on page 52.)

3. Surveys of TESL problems in the region

A research committee has been formed consisting of the professional staff of the RELC. This committee will consider the summary of TESL problems and research needs compiled in the Report of the First Regional Seminar on the Development of the RELC (September 1967). A preliminary outline of TESL problems will be drawn up, and additional questionnaires will be developed as needed to supplement the outline. Distribution of these questionnaires is scheduled for January 1969.

4. Preparation of abstracts of linguistic studies in the region

A reporting system for collecting abstracts of TESL -

related studies is being developed by the RELC librarian. The system includes forms for recording pertinent information on studies currently in progress, as well as those studies already completed. Procedures for distribution and collection of the forms are also included. The proposed reporting system is being submitted by the RELC librarian for the deliberation of the Coordinating Committee.

5. Tryout of new approaches to language teaching and teacher training

The RELC will not undertake any new major research projects until the completion of the TEP tryout. However, the research committee will begin immediately to prepare an inventory of new approaches and materials for possible investigation beginning in January 1969. Priority will be established on the basis of potential usefulness in such approaches and materials in SEAMEC countries, and consideration will be given to the appropriate location of tryouts as well as manpower and funding.

6. Inventory of research needs and priorities

A preliminary inventory of research priorities will be prepared by the research committee from the survey material already on hand at the RELC, supplemented by inputs from the research committee members. This report can be completed before January 1969. Preparation of a working

"priority list" will require extensive dialogue between RELC staff members and TESL specialists in SEAMEO member countries. No plans for implementing such a program have been made as yet, but it is hoped that this kind of regional communication can play a major role in future RELC research planning.

TEP Tryout Progress Report for the Fourth Meeting of the RELC Coordinating Committee

Donald P. Horst
TEP Research Supervisor

This report describes the RELC tryout of TEP (the Teacher Education Program) from 1 April through 21 September 1968. Included are a summary of the results to date, and a brief discussion of the plans for the remainder of the TEP tryout.

TEP is a course for training TESL teachers. The three major subjects in the course are English phonology, English grammar, and teaching methodology. The course is self-instructional, using programmed texts, films audio tapes and written exercises in place of conventional lectures. TEP is completely self-paced, so time spent on the course varies. Trainees in Phase B of the RELC tryout required between 235 and 265 working hours to complete the course.

Activities Completed to Date

The TEP tryout has been conducted in three phases, corresponding to the three Singapore school terms. Six teachers have taken TEP during each phase. At the time of the Third Coordinating Committee Meeting Phase A, (a feasibility check) was not yet completed. Trainees completed Phase A around 19 April.

Throughout Phase A, records were kept of all problems encountered in TEP materials. The data included reports of hourly observations of trainees made by the research staff, as well as reports made by the trainees whenever they encountered difficulties in the course materials. From 16 April to 29 April two consultants worked at the RELC, assisting the Centre research staff in analyzing these data. These consultants were Mrs. Joyce Manes, Associate Director of English Language Services, developers of TEP, and Dr. David J. Klaus, Director of the Institute for Instructional Research and Technology, American Institutes for Research (AIR).

During the two weeks that these consultants worked at the Centre, a list of major and minor editorial changes was drawn up. Several sections of the course were identified which required revisions to instructions, or the addition of supplementary material, and work on these revisions and additions was begun. Among these projects were: the development of nine new lessons on phonemes of special difficulty in Singapore, for the phonology section, the preparation of additional exercises on rules presented in the grammar section, and

some modifications to the section on teaching methodology to relate it more directly to the teaching of primary school children. Work on all the revisions was completed by the RELC research staff in time for inclusion in Phase B of the TEP tryout.

Phase B was designated the first experimental evaluation of TEP. To supplement the pre- and post-test used for evaluation purposes in Phase A, Dr. Klaus brought a new series of test instruments developed by AIR for use at the RELC. These new tests have been labeled "Progress Checks," and consist of 20 short tests to be taken by trainees at specific points, evenly spaced through TEP. There is also a 21st Progress Check which is really a final test covering all the content of TEP. The Progress Checks are based directly on the exercises in TEP, and provide a complete record of the success of TEP in presenting each topic.

Phase B began on 13 May, when five Singapore teachers started the TEP course. These teachers were all experienced English medium primary school teachers. Teachers in this category have had no formal TESL training. On 10 June Madam Thonglouy Inthavong from Laos arrived at the Centre to go through the TEP course and assist in determining the successes or difficulties that might be expected if TEP were to be used in Laos. Phase B trainees completed the course within 12 weeks, Singapore trainees

finishing before 8 August, and Madam Inthavong by 30 August.

For the duration of Phase B two visiting research assistants joined the RELC research staff. They were Miss Carolina Rionda, lecturer from the University of the Philippines, and Enche Abdul Halim bin Haji Abdullah, Inspector of Schools from Malaysia. Their job was to assist in the evaluation and revision of TEP materials, and to assess the potential usefulness of TEP for training programs in their own countries.

During Phase B the research staff continued their observations of the trainees' progress, with special attention to the new revisions and additions. In some cases new materials were revised or expanded. The staff also completed a series of "TEP Notes," summaries of the content of TEP that were given to the trainees before starting the corresponding sections of the course. At the end of the course the trainees kept the summaries so that they would have reference notes available when they returned to their classrooms.

On 8 August a ceremony was held at the RELC to award certificates of completion to Phase A and Phase B trainees. This ceremony also provided an opportunity for informal discussions with Phase A Trainees on the extent to which

they had used TEP techniques in their classrooms.

Phase C began on 26 August, with six Singapore English medium Primary One teachers as trainees. Visiting research assistants for Phase C are Mrs. J. Rambajan Pakasi of the Teachers Institute, Malang, Indonesia, Mr. Suksan Suksomboom, Head of the English Department, Mahasaraham Teachers College, Thailand, and Mr. Hoang Diem, Van Hanh University, Saigon, Viet Nam.

Phase C is intended as a careful evaluation of the effectiveness of the revised TEP materials. Trainees are being given the pre- and post-tests, and the Progress Checks used in Phase B. In addition, AIR has developed a new evaluation instrument, the Skills Inventory that will be tried in Phase C. This test is intended to assess level of achievement in skills accepted by educators as relevant to language teaching. It is not specific to TEP. Unfortunately, due to a delay in its arrival it was not possible to administer the Skills Inventory pretest until the fifth week of TEP. This will mean that outside control groups will be required to assess the effectiveness of the phonology section of TEP. However, the delay should not affect the evaluation of the section of TEP dealing with TESL methodology.

The major project of the research staff during Phase C is the preparation of a four-hour "Demonstration of TEP" and a twenty-hour concentrated "TEP Survey". These short versions of TEP are intended to fill the requirements of high level personnel who are interested in learning about TEP, but who cannot go through the 250-hour course. It is assumed that such people will be generally familiar with many of the principles taught in TEP, but wish to learn the exact content of TEP, and to get some idea of what it is like to go through a self-instructional program. The four-hour Demonstration of TEP can only present a very brief summary of the topics covered in the course. The twenty-hour TEP Survey, it is hoped, will be able to present a condensed version of the entire content of TEP. Persons going through either version will make use of specially prepared materials that will direct them through excerpts from TEP. They will use the film and audio-tape materials just as a normal TEP trainee.

Summary of results to date, and plans for the remainder of the TEP tryout.

At the third meeting of the Coordinating Committee it was only possible to present a few preliminary impressions of the effectiveness of TEP. Now we have a considerable amount of data available and are in a position to make more definite statements about the

course. It is planned to hold a seminar at the RELC from 31 October to 2 November in which a detailed account of the data will be presented to representatives from all the member countries so that recommendations can be made concerning the implementation of TEP. The seminar will include reports from all the visiting research assistants giving their findings as to the potential of TEP for use in their own countries.

The findings from Phases A and B can be summarized as follows: In general trainees have been successful in mastering the material presented in TEP. There are only a few isolated topics that still present difficulty to the trainees. The two major problem areas are transcription of suprasegmental phonemes (especially pitch), and use of formulas in transformational grammar.

The reaction of all trainees to TEP has been very favorable, although some sections are more popular than others. For example, most trainees said that they would rather take the TEP phonology section than to take a conventional lecture course on the same subject. On the other hand, most trainees indicated that, while TEP was effective in presenting TESL methodology, they would still like to have a live lecturer to supplement that section. When questioned further they mentioned the impersonal quality of TEP, and the desire to have someone available

to discuss their individual teaching problems.

A subject of primary importance to all SEAMEC member countries is the cost of TEP. At the present time a report on costs is being prepared at the RELC for discussion at the TEP Seminar. The report includes the cost of the complete TEP course as it now stands, and the costs of possible limited or modified versions that might be substantially less expensive. Also included are considerations of the maintenance facilities that would be required for TEP.

A long term study of the effect of TEP training on the English ability of trainees' students is beyond the scope of the present TEP tryout. The content of TEP is justified primarily on the basis of general acceptance among modern TESL specialists. However, some data is being collected in the form of reports from TEP trainees who have returned to their classrooms. Several of the trainees have had an opportunity to experiment widely with the new techniques, and they are most enthusiastic. Summaries of Phase A and B trainees' reactions will be presented at the TEP Seminar, along with recordings of sample lessons, if possible.

Phase C of the TEP tryout will end about the third week in November. At that time the research staff will

begin compilation of a final report based on the data from the TEP tryout, and the recommendations of the TEP seminar. This report will be made available to the member countries as soon as possible.

Appendix 3

RELC COURSE WORK ACCREDITATION ISSUES

A Working Paper for Consideration at the Fourth Meeting of the RELC Coordinating Committee

by Dr Robert Jacobs

The Regional English Language Centre is one of two SEAMEC projects which is being developed separately from any existing institution; the other being the Maths and Science Centre in Perang. Furthermore both of these centres will deal with key personnel, most of whom will be degree holders, rather than with students who are working on degrees, and the training courses will be especially tailored programmes designed to meet specific problems and needs, rather than fixed academic syllabi which cater to degree requirements. These characteristics identify the centres as unique flexible, and potentially significant institutions which will not duplicate national training resources and facilities. But at the same time they pose peculiar problems for accreditation: i.e. for establishing appropriate recognition for the training course. What value will the certificate of completion have for the trainee who successfully completes any of these special courses? Will it automatically earn the

trainee a salary increase? Will it be equated with formal post-graduate university training? Unless these and similar questions are explored and reasonably satisfactory answers are found, it is likely that in the long run, interest in the courses will wane and the potential of the programmes will be dimmed in spite of their usefulness.

One alternative would be to affiliate each of these centres with an existing degree granting institution and attempt to have centre course work accredited through this institution. This method of solving the problem, however, would entail a change of philosophy on the part of either the centre or the existing institution. The required change of philosophy for the existing institution would be modification of rigid academic requirements and willingness to allow credit for need oriented and problem-oriented training. This sort of change will not come easily or soon. Indeed many of the educators involved in the SEAMEC projects would say that such change of philosophy on the part of degree granting institutions should not happen at all, either now or in the future.

The second alternative course of action under an institutional affiliation would be for the centre

to yield to the academic requirements and become, in effect, degree granting units of the institution to which it is attached. This would replace the philosophy of tailoring training programmes to meet identified problems and needs in the region with the approach of setting a fixed curriculum, as required by the affiliate institution, to which trainees would be exposed regardless of individual problems and needs.

Any in-between position (some modification of philosophy on the part of both parties) would inevitably do damage to the present concept of offering flexible training programs to meet indentified common problems and needs: i.e. maintaining a need-oriented type of programme where the trainees come to the centres with specific problems and the centres help them to find solutions to these problems. Nonetheless this alternative probably should be explored with the University of Singapore in the case of the RELC to determine first of all if such an affiliation would be at all possible, and secondly, exactly what conditions would be imposed under such an affiliation.

A second alternative would be to try to work

out an arrangement whereby each national university would allow credit for work done at the centres. Thus, the University of the Philippines, Chulalongkorn University, the University of Indonesia, the University of Malaya, Saigon University, the University of Singapore and the College of Education at the National Training Centre in Laos would each grant post-graduate credit for work done at the Centres by nationals of the country concerned. This alternative would involve the same courses of action as indicated for affiliation with an institution of the host country, and would probably result in a variety of levels of recognition as well as a variety of requirements imposed on the Centre. However, this alternative might be explored to get actual facts about the elements involved in such a solution to the problem of accreditation.

A third alternative would be to work directly with Ministries of Education through SEAMEC in an attempt to obtain recognition of successful completion of the Centre Courses as professional credit toward salary increases and promotion to more responsible positions. Inevitably this would entail equating the Centre course work with formal post-graduate training, but most of the Ministries are now engaging in such equating exercises; for example, comparing locally

earned degrees with degrees earned from abroad, and in comparing foreign degrees one with the other e.g., the US degree versus the European degree versus the Australian degree, etc. This alternative would present a challenge to the Centres in that the programmes would have to demonstrate their usefulness and prove their worth by improving the professional performance of course graduates in order to win and maintain recognition from the Ministries in determining promotion and salary increases. This alternative certainly should be explored also.

While it is true that improvement of knowledge and skill, and finding solutions to instructional problems are changes which are in and of themselves self-satisfying and self-rewarding, these returns will in the long run probably be insufficient to maintain clientele support of the Centres unless practical benefits also accrue. So the matter of accreditation should be studied carefully to find a solution. The alternatives suggested in this paper are by no means exhaustive, but it is hoped that they will provide a beginning to generate additional ideas about solving this problem.

Suggested Composition of National Committees to liaise with RELC Administ

Area of liaison work	RELC Staff	National Committee Member
1. Library materials: a) Publications on all aspects of national education system b) Treatises, periodicals, abstracts, bibliographies, indexes, reports, surveys, special studies, related to teaching and learning of English in SEAMEC countries, library accessions lists, catalogues, etc.	Librarian and Head of Information Centre	Ideally a Librarian of a major library in a University or teachers college with linguistics or English Department
2. Reporting system for up-to-date record of TESL/TEFL research and special programmes planned or underway in the SEAMEC country	Librarian and Head of Information Centre	*Ideally staff member of a University Education Department dealing with TESL/TEFL research
3. Research activities - questionnaire studies and surveys of specific TESL/TEFL problems, linguistic studies, research needs and	Specialist in Research Design	*Ideally staff member of a University Ed cation Department dealing with TESL/TEFL research

Appendix 4

Committees to liaise with RELC Administrative & Academic Staff

Staff	National Committee Member	Responsibility of National Committee Member
rian ead of mation e	Ideally a Librarian of a major library in a University or teachers college with linguistics or English Department	a) Soliciting and receiving materials from government departments and other institutions within the member country. b) Selection and sending such materials to RELC Library c) Relaying suggestions, where necessary.
rian ead form-	*Ideally staff member of a University Education Department dealing with TESL/TEFL research	a) Collecting reports of TESL/TEFL research and special programmes b) Keeping RELC fully informed of up-to-date developments
list earch	*Ideally staff member of a University Ed cation Department dealing with TESL/TEFL research	a) Assisting RELC Research Unit in questionnaire studies and surveys of specific TESL/TEFL problems. b) Assembling, organising and sending to RELC

Area of liaison work	RELC Staff	National Committee Member	
priorities, setting up of evaluation centres when necessary, etc.			c) d)
4. Instructional materials used in the SEAMEC country for English teaching and learning at all levels - syllabuses, examination papers, textbooks, readers, teachers' guides, radio and TV materials for English programmes, other AV materials, etc.	Specialist in Instructional Materials	Ideally an officer in the Ministry of Education in charge of instructional materials for TESL/TEFL at all levels.	a) b) c)
5. RELC Publications: Professional Bulletin (bi-annual) Newsletter (Quarterly)	Editor	*Ideally a professional member of Teachers College or University Education Department interested and involved in TESL/TEFL publications	a) b) c)

* Note: Could be the same person.

taff	National Committee Member	Responsibility of National Committee Member
		linguistic studies completed in member country. c) Providing full information on research needs and priorities. d) Establishing and conducting evaluation centres for trial of new approaches, when required.
ist ruct- ls	Ideally an officer in the Ministry of Education in charge of instructional materials for TESL/TEFL at all levels.	a) Selection, collection and sending to RELC all instructional materials used in the member country. b) Providing information about materials currently being prepared or planned. c) Providing information about materials needs and tentative plans for meeting such needs at the national level.
	*Ideally a professional member of Teachers College or University Education Department interested and involved in TESL/TEFL publications	a) Soliciting and receiving articles from contributors in the member country. b) Advising in distribution within the member country. c) Relaying suggestions as to contents, etc.

e: Could be the same person.

Appendix 5

SEAMEC Regional English Language Centre Library and Information Centre

Policy Statement

1. The SEAMEC Regional English Language Centre Library and Information Centre has been established to collect, organize for use, maintain and disseminate materials and information on the teaching of English. It thus supports the training, research and other functions of the Centre.

2. The collection consists of books, periodicals and audio-visual materials related to English teaching as well as general reference and other materials that supplement the library's special collection and broaden the scope of the information services of the Library.

3. The Library and Information Centre exists to serve all members who are engaged in teaching, learning, research and materials development at the Regional English Language Centre and in SEAMEC member countries. Non-members of the Centre may, on approval by the Director or Librarian and Head of the Information Centre, be permitted to use the Library.

4. The Librarian and Head of the Information Centre is responsible for all administrative and

professional functions of the Library and Information Centre.

5. The Library provides reference and information services and promotes activities that will encourage the use of its resources.

6. The Library co-operates with other libraries and related organizations in other countries, especially SEAMEO member countries, in matters concerning the library.

Book Selection Policy

Objectives

It is the purpose of the SEAMEC Regional English Language Centre Library to provide materials and services to meet the needs of all those engaged in the teaching of English, supervision of English teaching programmes, and research in linguistics and related fields at the Centre as well as in SEAMEC member countries.

Responsibility

Responsibility for the selection of books and other materials lies with the Librarian and the professional and administrative staff at the Centre.

Types of Materials to be selected

Since teaching, research and materials development are prime functions of the Centre, there will be need for the following types of materials:

1. Treatises and periodicals on linguistics and on English language learning and teaching and for related research.
2. Abstracts, bibliographies and indexes on English language learning, teaching and research.
3. English language dictionaries and reference

works.

4. Syllabuses for English in all types of educational institutions especially those used in SEAMEC member countries.

5. Textbooks and instructional materials for English language learning and teaching at all levels, especially those used in SEAMEC member countries.

6. General reference works on English language and literature to supplement the basic collection.

7. Standard literary works and other works to supplement the basic collection.

8. Native language teaching materials and research.

Loan Policy

1. It is the purpose of the SEAMEC Regional English Language Centre Library to encourage the use of its resources by those concerned with teaching, learning and research at the Centre and in SEAMEC member countries. The Centre therefore recognizes the need for the loan of books and other materials in its collection.

2. The Librarian undertakes responsibility for the lending service and determines the types of materials which may be borrowed and the length of time they may be borrowed.

3. Since it is the aim of the Library to meet the needs of its users, as well as to co-operate with other libraries, the Library participants in inter-library loan arrangements.

Appendix 6

Reporting System for up-to-date record of TESL/TEFL research and special programmes planned or underway in the region

TESL/TEFL research and special programmes in SEAMEC member countries are important for the improvement of the teaching of English in these countries. Since knowledge of the aims, methods, materials and results of TESL/TEFL research and special programmes would be of great advantage to everyone concerned with the teaching of English in SEAMEC member countries, a reporting system for an up-to-date record of TESL/TEFL research and special programmes is recommended.

Objectives

1. To keep the Regional English Language Centre and all SEAMEC member countries informed of up-to-date TESL/TEFL research and special programmes.

2. To enable the exchange of information, methods and procedures on TESL/TEFL research and special programmes.

3. To minimise duplication of TESL/TEFL research and special programmes.

4. To provide sources for publications on TESL/TEFL research and special programmes.

Responsibility

The person in each SEAMEC member country appointed to liaise with the Librarian and Head of Information Centre at the SEAMEC Regional English Language Centre should be responsible for collecting reports of TESL/TEFL research and special programmes.

Details needed

1. Two reports would be needed:
   (1) an initial report to be completed at the start of the research or programme.
   (2) a final report to be completed at the conclusion of the research or programme.

2. The following data are considered essential and appear on the specially-designed cards as illustrated:

   For the initial report

   Name/s of person/s responsible for Research/Programme
   Title/Subject of Research/Programme
   Location of Research/Programme

Date when Research/Programme started

Expected date of completion of Research/ Programme

Description of Research/Programme

Aims, methods, materials, etc.

Signature/s of person/s responsible for Research/Programme

For the final report

Name/s of person/s responsible for Research/Programme

Title/Subject of Research/Programme

Location of Research/Programme

Date when Research/Programme completed

Date completed Research/Programme received at Regional English Language Centre

Summary of Research/Programme

Results, evaluation, etc.

Signature/s of person/s responsible for Research/Programme

Procedure

The following procedure for implementing the reporting system is suggested:

1. The liaison officer in each SEAMEC member

country writes to institutions in his country where TESL/TEFL research and programmes are likely to be conducted, requesting names of those involved in TESL/TEFL research and programmes.

2. From information provided, the liaison officer compiles a directory of names of those involved in TESL/TEFL research and programmes.

3. The liaison officer sends the white card entitled SEAMEC Regional English Language Centre Initial Report on TESL/TEFL research and programmes provided by the Regional English Language Centre to the person concerned and requests its completion and return. This card is forwarded to the Regional English Language Centre.

4. At the appropriate time, the liaison officer makes a follow-up and sends the blue card entitled SEAMEC Regional English Language Centre Final Report on TESL/TEFL research and programmes and also provided by the Regional English Language Centre and requests its completion and return. A request is also made for a copy of the detailed and completed research/programme. This

card is forwarded to the Regional English Language Centre together with the copy of the detailed and completed research/ programme.

SEAMEC Regional English Language Centre Initial Report on TESL/TEFL Research and Programmes			
Name/s of person/s responsible			
Title/Subject of Research/Programme			
Location of Research/Programme			
Date when Research/ Programme started		Expected date of completion of Research/ Programme	
Description of Research/Programme Aims, methods, materials, etc.	Continue on back if necess		

Front of card

Specifications White card 8 x 5 ins. Prin

MEC Regional English Language Centre Report on TESL/TEFL Research and Programmes			
		Expected date of completion of Research/ Programme	
	Continue on back if necessary		

Front of card

Specifications White card 8 x 5 ins. Printed

Description of Research/ Programme (continued)	
Signature/s of person/s responsible	

Back of card

SEAMEC Regional English Language Centre Final Report on TESL/TEFL Research and Programmes			
Name/s of person/s responsible			
Title/Subject of Research/Programme			
Location of Research/Programme			
Date when Research Programme completed		Date completed Research/Programme received at RELC	
Summary of Research/ Programme Results, Evaluation, etc.	Continue on back if necessary		

Front of card

Specifications Blue card 8 x 5 ins. Prin

- 80 -

SEAMEC Regional English Language Centre l Report on TESL/TEFL Research and Programmes			
		Date completed Research/Programme received at RELC	
	Continue on back if necessary		

Front of card

Specifications Blue card 8 x 5 ins. Printed

Summary of Research/ Programme (continued)	
Signature/s of person/s responsible	

Back of card

Appendix 7

A. Types of materials published in SEAMEC countries needed for the Library (at least one copy of each title)

1. Treatises and periodicals on linguistics and on English language learning and teaching, and for related research.

2. Abstracts, bibliographies and indexes on English language learning, teaching and research.

3. Textbooks and other instructional materials for English language learning and teaching at all levels.

4. Theses, research reports, surveys, studies on TESL/TEFL and English teaching.

5. Annual reports, calendars, directories of educational institutions, etc.

6. News bulletins and information circulars.

7. Library accessions lists and catalogues.

B. Types of instructional materials used in SEAMEC countries needed by the Instructional Materials Unit (at least one copy of each title)

1. ENGLISH SYLLABUSES in English and non-English medium schools at primary, secondary and pre-University levels. Also for all sections of teachers colleges where English is taught. Details of University courses in English.

2. Subsequent amendments to the above syllabuses or revisions.

3. EXAMINATION PAPERS (English) for important public examinations.

   e.g. Primary School leaving
   Lower Certificate of Education or equivalent
   Secondary School Certificate or equivalent
   Higher School Certificate or equivalent
   Teachers Training College examinations
   Entrance Examinations for entry into Colleges or Universities
   Any other examinations set by central examining bodies at these levels.

4. Lists of locally published and foreign text-books, courses and other materials (including audio-visual) prescribed or recommended for use in primary, secondary and pre-University schools. /Where materials are not prescribed or recommended, materials in most common use should be listed./

5. Books on these lists.

6. Amendments and additions to lists, as they are made.

7. Newly recommended books and newly published books, as they appear.

8. Details of RADIO and TV programmes for English in schools. Booklets/pamphlets accompanying broadcasts.

9. Information about materials currently being PREPARED or PLANNED.

Appendix 8

UNIVERSITY OF PAPUA AND NEW GUINEA

Box 1144, P.O.,
Boroko, T.P.N.G.

Dept. of English

19th January, 1968

Mrs Tai Yu-lin,
Interim Project Director,
C/- University of Singapore,
Bukit Timah Road,
Singapore, 10.

Dear Mrs. Tai,

Thank you very much for your letter of 27th November, 1967. It was indeed encouraging to read of the foundation of the Regional English Language Centre. I am sure that this will contribute greatly to an increasing effectiveness in English Language teaching throughout the area.

The plans for your work and buildings are indeed impressive and I particularly welcome your hope that we may be able to work in closely with your Centre, I hope for our mutual benefit, certainly for the benefit of our University. From your chart of

Programme Activities for the five year period 1968-1973, I see a number of areas where some co-operation may be possible. For example, in the field of instructional materials which is my own special interest, we at this University are in the process of collecting and evaluating the materials for teaching English as a second language at all levels, and we would be very pleased to make our reports available to you. From descriptions that we can send you of our materials course in our Diploma, you will be able to see how we are establishing evaluation techniques by developing conceptual frameworks for sets of teaching materials with operational definitions of the concepts involved and then proceeding with an internal structural evaluation of these materials, to ascertain whether or not there is internal consistency in the design. At this stage we are not interested in field evaluation of these materials, but this would, of course, come later.

I also note that you are to hold a number of seminars, workshops and conferences and this is another area where we might be able to communicate with you. I would like to hope that our Australian Government, which is moving ever closer in its relations with Asian countries, would be prepared

to support any participation that to your Council might seem desirable.

Members of the staff of this Department can take Sabbatical leave after three years of service and it would be desirable from our point of view, to have them visiting your Centre for a period. As such visits could be made at no expense to your Council, perhaps the Council would find such a proposal a congenial one.

I am enclosing an initial "feeler" which I am sending out to many people in our areas, concerning the possible formation of an association of Teachers of English as a Second Language. I would very much value your comments on this.

At the moment, the Department is currently preparing, with the University of Hawaii, a Research Project in materials designed for the teaching of English as a second language for submission to either the American Foundation or to the U.S. Office of Education. This proposal is one which would follow up a materials writing project which was funded by the U.S. Office of Education and lasted from 1963 to 1966. This was the TESL Project sponsored by

Columbia University. In that project Dr. Gerald Dykstra, now of the University of Hawaii, was the Director and I was the Deputy Director. We developed a set of materials for the first three years on teaching English as a second language to young children. These materials featured some pedagogical innovations, the most important of which we believe were the inter-pupil communications response activities which were designed to extend the pattern practice of new language units beyond the formal and rigorous control which is usually associated with language teaching materials.

Our new proposal seeks to revise these materials whereby they can be used by untrained or relatively untrained teachers of English across linguistic and national boundaries. This materials project may be another area in which your Centre might be interested in some co-operative work.

I am afraid that this has grown to a rather lengthy letter but I do hope that you will appreciate our eagerness to share in the responsibility for an ever-increasing effectiveness in English language teaching throughout our areas. We do feel ourselves

as part of this area, and through our long standing ties we hope to be able to generate increased professional co-operation and goodwill.

Yours sincerely,

Sgd. Francis C. Johnson

Appendix 9

UNIVERSITY OF PAPUA AND NEW GUINEA

Box 1144, P.O.
Boroko, T.P.N.G.

Dept. of English

12th July, 1968

Mrs. Tai Yu-lin,
Interim Project Director,
Regional English Language Centre,
104 Watten Estate,
Singapore 11.

Dear Mrs. Tai Yu-lin,

I imagine that at the moment you are very busy with the establishment of the Centre, but I wondered if you could spare a moment to consider a proposal that we are currently submitting to the Ford Foundation regarding the development of educational materials for teaching English as a second language.

I mentioned this proposal to you in a letter of 19th January and in May we made a formal submission of a preliminary proposal to the Ford Foundation. The Foundation has given us some encouragement in this in that they have asked us for further details of the

nature of the materials and the methods whereby they might be developed and evaluated.

You may remember that this proposal is being made jointly by the University of Papua and New Guinea and the University of Hawaii and the proposal involved the further development of materials which were originally written in a materials-writing project funded by the U.S. Office of Education. The materials are primarily meant to be used across linguistic, cultural and national backgrounds of learners, i.e., one set of materials where we would normally expect to specify separate sets.

It would be of great assistance and pleasure to us if we could secure the co-operation of the English Language Centre in this project. I would like to propose that your Centre be the evaluation centre for South East Asia providing for the establishment of try-out centres and supervision, evaluation and feedback of information on the actual try-out of the materials. Staffing and, of course, administrative expenses, travel etc. etc. etc. would be funded by the materials-writing project. At this point when we are only in the process of developing a submission, I

am hesitant to elaborate very much on what we may be able to offer, but I do see this as a real opportunity for some co-operative work to our mutual benefit.

At this stage I would like only to seek your tentative approval for including the Regional English Language Centre as a possible evaluation centre should our project be successful in securing Foundation support.

I shall be travelling to the United States in August to consult with Dr. Dykstra of the University of Hawaii, and to develop with him the next stage of our proposal. We are hopeful that should we receive further encouragement from the Ford Foundation and our submission is funded, we could commence operations in September, 1969.

.. ..

Yours sincerely,

Sgd.

(FRANCIS C. JOHNSON)

Professor of English Language

Appendix 10

Fund-raising proposals approved at the Second SEAMEC Project Directors/High Officials Meeting in Bangkok, June 1968.

" In the special working session of the Meeting, the following proposals for action were approved:

(a) Immediate appointment of an Asian on the SEAMES staff to take primary responsibility for planning and organizing the fund-raising effort

(b) Recruitment of a fund-raising consultant as soon as possible to work with the new SEAMES staff member.

These two persons would form the team for working out plans and strategies for fund-raising. The task to be performed by this team will include:

- Assembling the necessary project data to set fund-raising targets, both amounts and deadlines --- for each project and for the SEAMES effort as a whole.
- Tabulation and analysis of possible sources of funds.
- Working out strategies, procedures, and assignments of responsibility.
- Determining staffing and financial needs for carrying out strategies.

(c) When this task is complete SEAMES will convene the Third Project Directors and Senior Officials conference from 12 - 15 November 1968 to consider recommendations prepared by the team. This conference should also include Ministry of Finance representatives of SEAMEC countries.

In the meantime, Project Directors will proceed with immediate plans keeping SEAMES informed of actions taken. Also Project Directors will submit the following to SEAMES on or before October 15, 1968.

- Data needed to prepare fund-raising goals;
- Project fund-raising plans; and
- Detailed 5-year project budgets to the SEAMES team.

(d) Plans and recommendations approved by Project Directors will be submitted to SEAMEC for approval in January, 1969.

(Any requirements for immediate action would be referred for SEAMEC approval by referendum.) "

- Taken from the Final Report of the Second Meeting of SEAMEC Project Directors/High Officials convened by SEAMES. (pp. 21 & 22)

Appendix 11

Intensive English Language Training for SEAMEC Scholarship Students

Workirg Paper by Tai Yu-lin, Interim Director,
Regional English Language Centre

1. Introduction

This paper is prepared for the Second SEAMEC Project Directors/High Officials Meeting in Bangkok, 25th - 28th June 1968 at the request of Mr Sukich Nimmanheminda, SEAMES Director-Designate.

It is understood that at a recent Agricultural Advisory Council Meeting in Los Banos the matter of upgrading English languages skills of students going to the Tropical Agriculture Centre was discussed. It was anticipated that students from some SEAMEC countries with the required academic qualifications for admission to the graduate course would lack sufficient command of English to enable them to receive instruction in the language. At the Advisory Council Meeting it was also speculated that other regional centres might be faced with a similar problem since English was to be used as the medium of instruction at all regional centres. There was discussion concerning the relative merits of providing intensive English instruction for such students in each regional centre or offering such services for all centres at the Regional English Language Centre. Subsequently it was proposed to include this matter in the agenda of the Project Directors/High Officials Meeting from 25th to 28th June.

In accordance with Mr Sukich Nimmanheminda's request this paper suggests feasible schemes for intensive English language courses to be conducted to upgrade English language skills of students who require such courses and specifies the requirements and cost estimates (in US dollars) for deliberation at the Project Directors/High Officials Meeting.

It may also be mentioned that in the preparation of this paper advantage has been taken of the presence of three English teaching specialists from SEAMEC countries outside Singapore participating in the TEP research project at the Regional English Language Centre and consultations have been held with them. They are Madame Thonglouy Intavong, Instructor of Ecole Superieure Pedagogy, Vientiane, Enche Abdul Halim of the Federal Inspectorate, Kuala Lumpur, and Miss Carolina Rionda, Instructor of College of Education, University of the Philippines, Manila.

2. The Nature of the English Language Proficiency Course

It is felt that the Meeting may first wish to consider the type of English language proficiency course that is most likely to satisfy the requirements of the various SEAMEC centres. The writer is of the view that both the following two types are relevant:

(a) General English Proficiency Course to upgrade both receptive (understanding and reading) and productive (oral and written expression) skills in using everyday English.

(b) Specialised training in English to acquire proficiency in professional or technical terminology, hereinafter referred to as Special English Proficiency Courses.

3. General English Proficiency Course

This course may be conducted at the national level in SEAMEC countries where such need exists or at the Regional English Language Centre.

(a) At the national level

From the data made available at the Regional English Language Centre it is understood that all SEAMEC countries have English teaching personnel and facilities, including language laboratories for intensive or remedial English programmes. It is felt that such courses organised at the national level would be able to meet the need at a minimum cost.

(b) At the Regional English Language Centre

A period of six months is required for each course. In computing the requirements (staff, materials and physical facilities) and cost estimates of such a course at the Regional English Language Centre an assumed enrolment of 30 for each course is used as a basis. It will be an expensive course and any reduction in number will further increase the overhead cost per student. Assuming that as many as 30 trainees will be assembled each time on a continuing basis, which is doubtful, the following will be the requirements and estimated cost

each course:

(i) Requirements:

Trainees:	30
Instructors:	2
Classrooms:	1
Instructional materials:	Tapes, books, etc.
Accommodation for trainees:	15-20 rooms
Transport:	Taxis

(ii) Estimated cost (in US dollars)

Capital Cost

Classroom construction and furnishing at Interim RELC		US$ 1,500

Recurrent Cost

2 local instructors (6 months)	$5,000
International travel for trainees ($200 x 30)	6,000
Subsistence allowance at $8 per diem ($8 x 30 x 180)	43,200
Transport at $1 per day per person ($1 x 30 x 180)	5,400
Instructional materials ($20 x 30)	600
	US$60,200

(iii) The first course can be started at the Interim Centre as soon as construction of classroom is completed.

Recommendation

The Centre's declared rationale is that it should not duplicate existing national programmes nor should it usurp the functions that are normally the responsibilities of the member countries. It is therefore recommended that general English proficiency courses be conducted at the national level, particularly when the cost of running such courses at the Regional English Language Centre is rather prohibitive.

The Regional English Language Centre, in accordance with its objectives, can assist in strengthening national efforts by training key personnel connected with these courses in curriculum construction, materials preparation and methodology. Member countries may like to consider sending key personnel to the first four-month course (September-December 1968) at the Regional English Language Centre for such training if the need is urgent.

4. Special English Proficiency Courses

These courses should be given after students have already acquired general proficiency in English, i.e. they have already learnt enough English to carry on a conversation on general matters and to read and write everyday materials without frequent reference to a dictionary. Lessons in such courses should give students ample practice in the study and usage of the special technical vocabulary in particular professional fields. Such courses involve the

compilation of special technical vocabulary lists, preparation of special reading materials and recording on to tapes technical terminology for pronunciation practice, dialogues, consultations, speeches, lectures, etc. for intensive basic courses as well as supplementary and remedial work.

They may be conducted at the SEAMEC regional centres (e.g. Agriculture) where the need exists or at the Regional English Language Centre.

(a) At SEAMEC regional centres (e.g. Agriculture)

A period of three months is suggested if the courses are to be conducted at these regional centres. There are various advantages in having the Specialised Proficiency Course built into the first part of the professional programme of study (agriculture, mathematics and science, etc.) for students who require assistance in the usage of specialised terminology in English. The environment or situation, being real and not artificially created, is conducive to easier and more meaningful learning. The element of motivation is ever present: the idea - object association, the possibility of immediate application, the opportunity of problem-solving among students themselves all help to reduce to the minimum any difficulty in the learning process.

Such language courses at these regional centres may be assisted by support service from the Regional English

Language Centre in providing an instructional materials specialist to assist in the compilation of graded technical vocabulary lists, selection and preparation of other instructional materials, suggested methodology and refinement of course materials.

(i) Estimated Cost (in US dollars)

The cost of the 3-month Special Proficiency Course offered at a regional centre (e.g. Agriculture) for an assumed enrolment of 30 is estimated as follows:

Capital Cost

30 tape recorders for individual use @ $120	$3,600
Tapes, slides, charts and other aids	1,500
1 projector, slide 35 mm	100
1 projector, filmstrip 35 mm	100
1 screen, portable	80
Miscellaneous	400
	US$5,780

Recurrent Cost per course

2 part-time instructors at the rate of $150 for 15 hours' instruction weekly ($150 x 13 weeks x 2)	$4,000	
Instructional materials and supplies	1,500	2,500
c / f		US$5,500

b / f US$ 5,500

Recurrent Cost at the Regional English Language Centre per course

1 Specialist in instructional materials (3 months)	$2,000	
Travel	200	
Per diem (60 days @ $18)	1,080	
Miscellaneous (postage, supplies, etc. involved in materials refinement carried out at RELC)	150	3,430
		US$8,930

(ii) The first course can be started one to two months after the specialist is appointed.

(b) At the Regional English Language Centre

The Special English Proficiency Course, if implemented at the Regional English Language Centre, will require a longer period than courses at the other regional centres (e.g. Agriculture) where professional programmes using the special terminology are conducted. It requires a minimum of four months. Assuming an enrolment of 30 in each course, the requirements and estimated cost are as follows:

(i) Requirements

Trainees: 30

Instructors/Instructional Materials Specialists: 2

Classrooms:	1
Travel to the regional centre:	As required.
Instructional materials:	Printed materials, visual aids, tapes, etc.
Accommodation for trainees:	15 - 20 rooms
Transport:	Taxis

(ii) Estimated Cost (in US dollars)

Capital Cost

Classroom construction and furnishing at Interim RELC	$ 1,500
Tapes, slides, charts, and other aids	1,500
	US$ 3,000

Recurrent cost per course

2 Instructors/Instructional Materials Specialists (6 months)	$ 8,000
International travel for trainees ($200 x 30)	6,000
Subsistence allowance at $8 per diem ($8 x 30 x 120)	28,800
Transport at $1 per day per person ($1 x 30 x 120)	3,600
Instructional materials and supplies	1,500
Travel and per diem for instructors (2 weeks at one centre)	900
Miscellaneous (postage, supplies, etc.)	100
	US$ 48,900

(iii) The first course can be started two months after the instructors are appointed. The first two months will be utilized in preparing instructional materials relating to special English in the different professional fields.

Recommendation

Considering the question from the viewpoints of maximum effectiveness and costs, it is recommended that such Special English Proficiency Courses, if implemented, be built into the professional and skill programmes at the various regional centres (e.g. Agriculture) with support service from the Regional English Language Centre involving research into word-frequency counts and terminology usage relating to the needs of special professional fields.

It is expected that prior to attending these courses, general English proficiency is attained by the student in his own country. Otherwise the period of the English language proficiency course at regional centres (e.g. Agriculture) may have to be considerably lengthened in view of the anticipated differences in attainment of students from different SEAMEC countries, and this will lead to dissipation of effort on the part of both instructional staff and students connected with the advanced professional courses.

5. Funding

As English proficiency courses may not be required by students of all SEAMEC countries, the funding aspect will no doubt be considered at the Meeting if such courses (general or special) are to be implemented at the Regional English Language Centre or at other regional centres (e.g. Agriculture).

Appendix 12

Fourth Meeting of the Regional English Language Centre Coordinating Committee,
Malang, Indonesia, 30th September - 2nd October 1968

Agenda

1. Report by Chairman of the Coordinating Committee.

2. Matters arising out of the RELC activities presently carried out, or planned for the 1968/9 year:

   (a) Training

   (i) Progress of 1st Training Course, Sept - Dec 1968

   (ii) Nature of 2nd Training Course, Feb - May 1969

   (iii) Definition of "key personnel"

   (iv) Certificates and recognition

   (v) Follow-up of training received at RELC

   (vi) Enrolment of fee-paying course members who are non-SEAMEC scholars

   (vii) Public lectures by RELC staff
   Week-end lectures at RELC
   Lectures in SEAMEC countries during survey tours in between RELC courses

(b) National Committees to liaise with RELC on matters relating to Centre activities - size and composition

(c) RELC to act as evaluation Centre for South-east Asia providing for the establishment of tryout centres to evaluate instructional materials prepared jointly by the University of Papua & New Guinea and the University of Hawaii (Request by University of Papua & New Guinea)

(d) First RELC Bulletin - contributions from SEAMEC countries with special emphasis on on-going research projects and special programmes

(e) Regional Seminars

(i) TEP Workshop in November 1968 - Type of regional representation

(ii) Professional Seminar in June - Topic

3. Sketch plans of permanent RELC.

4. Fund-raising proposals approved at the Second SEAMEC Project Directors/High Officials Meeting in Bangkok, June 1968:

(a) Establishing priorities of RELC activities to be carried out under Special Funds arrangement

5. Request for Unesco aid in areas of staff and scholarships.

6. Inter-Project relationships.

7. Any other matters.

8. Date and place of next meeting.

Appendix 13

Fourth Meeting of the Regional English Language Centre Coordinating Committee

Malang, Indonesia, 30 Sept. - 2 October, 1968

Time-Table

Monday 30 September

8.30 - 8.50 a.m.	Registration and distribution of documents
8.50 - 9.10 a.m.	Opening Ceremony Opening Address by Mr Dardji Darmodihardjo, Rector, Institute of Education, Malang Address by Mr Sukich Nimmanheminda, SEAMES Director-Designate, Bangkok.
9.10 - 9.40 a.m.	Refreshments
9.40 - 12.00 noon	Plenary Session
12.00 - 2.00 p.m.	Lunch
2.00 - 5.00 p.m.	Plenary Session
(3.15 - 3.30 p.m.	Coffee break)

Tuesday 1 October

8.30 -	12.00 noon	Plenary Session
	(10.00 - 10.15 a.m.	Coffee break)
12.00 -	2.00 p.m.	Lunch
2.00 -	5.00 p.m.	Plenary Session
	(3.15 - 3.30 p.m.	Coffee break)
Evening		Entertainment

Wednesday 2 October

8.30 -	2.00 p.m.	Free morning and sight-seeing
2.00 -	4.00 p.m.	Presentation and adoption of Report
		Communique
		Closing
4.00 p.m.		Refreshments

Thursday 3 October — Departure - Home or Bali

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ANNEXES

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Annex 1

Welcoming Speech by Dr P.W.J. Nababan
Chairman of the Organizing Committee,
30 September 1968

Mr. Mayor, Distinguished Delegates, Ladies and Gentlemen:

On behalf of the Organizing Committee and our Institute I have the pleasure of thanking you all for fulfilling our invitation, and bidding you the most cordial welcome, to this Opening Ceremony of the IVth Meeting of the Coordinating Committee of the Regional English Language Centre of the South East Asian Ministers of Education Council.

I would like to welcome in particular Mr Sukich Nimmanheminda, the Director of the South East Asian Ministers of Education Secretariat, who, through this conference, is giving our Institute the honor of his visit.

Ladies and Gentlemen, this is the very first time that the auditorium we are now in has been used, so that this conference is the inaugurating event of this building. This conference is a very important one for the countries of South East Asia. I believe, it can augur only well for the cultural and academic

activities that will later take place in this new auditorium. And we, in turn, hope that the newness of this building may help to impart a new impetus to the brotherly relations among our countries through the efforts of this Coordinating Committee and other SEAMEC committees.

I would also like to take this opportunity to thank the Rector of our Institute, the Mayor of Malang, and all the organizations and individuals, for the assistance and cooperation that they have given to the Organizing Committee in the preparations for this conference.

Thank you.

Annex 2

Opening Address by Mr Dardji Darmodihardjo, S.H.,
Rector of Institute of Education and Teacher-training,
(I.K.I.P.) Malang
30 September 1968

Distinguished Delegates, Ladies and Gentlemen:

It is with great pleasure that I am speaking to you this morning on behalf of our Minister of Education, who with the deepest regrets and due to other matters requiring his presence and attention elsewhere, cannot personally open this Fourth Meeting of the Coordinating Committee of the Regional English Language Project of the South East Asian Ministers of Education Council (SEAMEC). We regard it an honor for our country to have been chosen to host this Fourth Meeting of the Coordinating Committee. My colleagues and I at our Institute here in Malang consider it a great honor and privilege to have been assigned by the Secretary General of the Ministry of Education to receive you and to help in the preparations and organization of this meeting. We regard it as a fitting gesture of recognition on his part of the reputation of the English Department of the Faculty of Languages and Graphic Arts (FKSS) of our IKIP (Institute of Teacher Training and Education), of which the Indonesian delegate to this meeting, Dr Samsuri, is a staff member and concurrently the

Faculty Dean,

In the educational system of Indonesia, English is the first and in many cases the only foreign language. Here in Indonesia, as in all South-East Asian countries, we regard the study of English as essential and a reading knowledge of it as indispensable for advanced studies. To those of you who have a knowledge of our country's history, it may seem surprising that Dutch is not the first foreign language. Part of the answer can be found in the fact that in the present times English is understood by many people in practically all parts of the world, and it is the most common and important medium in most international bodies and conferences. It is not at all surprising therefore that the newly independent countries should look to English as the medium for international communication. In addition to this, the most important books, including textbooks, in the world are written in or have been translated into English. It will take quite a while and a great amount of money to produce books, even if for the time being they are limited only to textbooks, in our national languages. Therefore it has been a logical conclusion for our government to choose English as the first foreign language with an

eye to international communication and to educational purposes.

It is typical for the South-East Asian nations to have more than one language as the mother tongue of their populations. The situation is more extreme in Indonesia as here we have, even in the most conservative estimate, more than two hundred regional languages. In addition to this we have the official language, which is also the common language of the market-places, namely Bahasa Indonesia, which is used as the medium of instruction beginning from at least the third grade of the Elementary School. The result is that by the end of the Elementary School children speak at least two languages, Bahasa Indonesia and their own mother tongue; and very frequently they can also speak or understand one or more other regional languages. This linguistic experience should give our youngsters a great advantage in the learning of languages. However, it has only too frequently been found that our children are not as quick in learning English as one would expect. I think that similar situations obtain in all the other countries of South East Asia. I feel that the SEAMEC's Regional English Language Centre

can, and I hope will, help us, the other member countries, and our neighbours in finding the answers and solutions to such problems as I mentioned above and to other related problems in the teaching of English, and that through your efforts the level of achievement in our countries may be raised.

I think that all of us assembled here realize the importance of having an internationally known and used language as a medium of communication and cooperation among ourselves and with other nations. I think it also safe to assume that in our several countries the teaching of English has not yet achieved maximally satisfactory results. And it seems also quite clear to me through the formation of SEAMEC that our nations have demonstrated a willingness, or rather an eagerness, to work together and thus help each other and learn from each other. It is very encouraging to know that friendly nations like the United Kingdom and the United States are interested enough in our cooperative efforts to give us their full support in these initial stages of SEAMEC's cooperative projects, including the Regional English Language Centre. We do sincerely hope that the aspirations, hopes, and needs of our countries will be fulfilled by the efforts of the Regional English

Language Centre under the direction of its able Chairman and the guidance of this distinguished Coordinating Committee.

I hereby would like to invite you all if you have enough spare time to visit and see the other parts of our school and campus. Our Institute has five faculties, each consisting of several departments, all with an undergraduate and a graduate section; viz. Faculty of Education, and the Faculties of Teacher Training in Languages and Graphic Arts, in Science, in Social Sciences, and in Technology. We have now finished the preliminary preparations for starting doctorate programs in the Faculty of Education and in the Faculty of Languages and Graphic Arts. I regard it a happy coincidence that this conference is held here on the eve of the beginning of those programs.

In conclusion, I would like to take this opportunity to apologize for any inadequacies that you may find in our reception and in the facilities we have been able to provide; and I was asked by the organising committee to inform you that they are standing ready to give you any assistance that you may need.

Ladies and gentlemen, I have great pleasure in declaring open this Fourth Meeting of the Coordinating Committee. The whole staff of our Institute join me in wishing the distinguished members of the Coordinating Committee every success in their deliberations.

Thank you.

Annex 3

Address by Mr Sukich Nimmanheminda
SEAMES Director-Designate
30 September 1968

Chairman, Distinguished Members of the Co-ordinating Committee, Ladies and Gentlemen:

I consider it a great honour to be invited to this Fourth Meeting of the RELC Co-ordinating Committee and to be called upon to address you all, this morning. Since April 1968 when the Co-ordinating Committee met at its Third Meeting, the RELC has made significant progress in its efforts in fostering meaningful regional co-operation in its specialised field. Regional response to its first 4 - month course in Teaching English as a foreign language which commenced barely a month ago, is undoubtedly both highly encouraging and rewarding.

The RELC's days of teething troubles are over and it is now in that promising and exciting period of its development. It is promising because before long the Centre's permanent premises when completed, will manifest the crowning endeavours of regional co-operation and understanding. The period before us is also promising in that key personnel currently

following courses at the Centre will soon return to their respective countries suitably prepared and confident for the parts they will play in updating ideas and approaches to the successful teaching of the English Language in their respective countries. In this connection I must, however, emphasise that all attempts made and energies expended by the RELC in fulfilling its goals are aimed at finding solutions to the multifarious problems that accompany any regional or national effort in promoting the teaching of the English Language as either a second language pr a foreign language. With this in mind, the Centre as well as all right-thinking citizens of the Region, subscribe to the belief that each newly independent and developing nation in the region should spare no effort in accelerating the rightful growth of her national language if national stability and development are to be assured and if regional co-operation is to be achieved.

The development of the RELC has caused great stir both within and outside the SEAMEC region and, as I had said before, the months ahead are going to be most exciting. We have been excited by the good results we have achieved so far. We are exhilarated by the fact that through Asian initiative, through

the utilisation of Asian expertise and through the application of Asian philosophy we have achieved and will continue to achieve the best of results. It is with this conviction in view that you, ladies and gentlemen, as members of the Co-ordinating Committee are assembled here today in very congenial and inspiring surroundings --- surroundings so close to the enchanting and fascinating island of Bali --- to map out the future activities of the RELC after taking stock of its past programmes.

Some time during your deliberations, I am sure you will give due consideration to ways and means of projecting the image of the RELC so that its activities can be brought to the attention and knowledge, particularly, of the industrialised nations. I understand that a start towards this end has been made in the form of a Newsletter, which has been published by the RELC. As the Centre progresses, the more varied will be its activities and the more sophisticated will be its technical needs and equipment. Accompanying these wider and greater demands will be the need for the search and procurement of sufficient financial support. It is my belief that such support and assistance can be obtained from outside the region

through presentations in print of the aims, planned activities, research programmes and achievements of the Centre in fostering regional co-operation in this specially selected field of education.

I would have liked very much to be with you all during the three-day meeting. Unfortunately I shall not be able to do so as I shall have to leave Malang tomorrow evening in order that I can be in American Samoa to attend a SEAMES meeting connected with Educational Innovation and Technology. I sincerely hope that the members of the Co-ordinating Committee would accept my apologies for not being able to be with them throughout the 3-day meeting. With this may I wish them success in their deliberations and to those who will be going to the beautiful island of Bali after the meeting, may I wish them a very pleasant and enjoyable stay.

Thank you.

Annex 4

Closing Address by the Chairman of the
Coordinating Committee on 2nd October 1968

Distinguished Members, Ladies and Gentlemen,

I would like to take this opportunity to say a few words before closing this Fourth Meeting of the Coordinating Committee to express my deep appreciation to all of you for helping to pave the way to ensure progress and success of the Regional English Language Centre activities. In an atmosphere of cooperation, understanding and good-will, we have reached conclusions in policy issues involved in the setting and achieving of certain RELC targets. I am confident that the recommendations and decisions of this meeting will not only mean a further development for the Centre but will also take a deserving place in the defence for quality in education. In the countries of our region, quantitative expansion in education must go hand in hand with qualitative improvement in order that all wastage may be reduced to the minimum.

On behalf of the Committee I wish to express my gratitude to the SEAMES Director for endorsing the importance of this meeting by honouring us with his presence. He had to leave Malang at the end of our

first day deliberations in order to attend a SEAMES meeting on Educational Innovation and Technology in Samoa. We thank him sincerely for being with us in the midst of his many duties and responsibilities.

We are much indebted to Mr. Dardji Darmodihardjo, the Rector, Dr. Samsuri and the staff of the Malang IKIP who have so kindly and generously provided space and staff at a time so close to the academic examinations at the Institute. It has also been our privilege to be the first to use this new auditorium for an international meeting. On behalf of all participants, I would like to express profound appreciation and gratitude to the Government and people of the Republic of Indonesia, the Mayor and the people of Malang for their warm hospitality and the excellent arrangements made during our stay here. I wish to thank Dr. Nababan and his dedicated Organising Committee for their wholehearted cooperation and assistance in making the meeting successful and in making our stay in Malang so interesting and enjoyable. They not only gave their best to fulfil all the extra-assignments, but also went out of their way to organise and stage the delightful cultural show which we both enjoyed and admired. The excellent student performances, the beautiful movements in the Javanese Dance "Njai Roro

Kidul" and in the Balinese Dance "Oleg Tumulilingan" will long be remembered by us all.

Once more, it gives me great pleasure to thank our Rapporteur for another excellent report she has produced with the assistance of her fine team of Secretariat and editorial staff who have served the meeting in a most efficient manner. Our sincere thanks are also due to Mr. Sukotjo Hardjosarwono of the Indonesian Ministry of Education and Culture for the special facilities arranged at the Djakarta Airport and for the transport arrangement from Djakarta to Surabaja to enable us to arrive in Malang in time for this meeting. Many others rendered assistance in one form or another in organising this meeting. I wish to thank all our friends and helpers for the services and courtesies extended.

Finally, I wish our distinguished delegates a happy journey home. I wish those of you who are going on to Bali a trip of many pleasant memories of an island whose culture and beauty are known throughout the world. Thank you all again for your kind cooperation and good-will.

I now formally declare this meeting closed.

Annex 5

FOURTH MEETING OF THE REGIONAL ENGLISH LANGUAGE CENTRE COORDINATING COMMITTEE, 30 SEPT. 2 OCT. 1968

List of Participants

I. Coordinating Committee Members

Indonesia:	Dr Samsuri, Dean Faculty of Education, Literature and Arts, Institute of Education, Malang, Indonesia.
Laos:	Madame Pinkham Simmalavong, Director of Studies, English Section, College of Education, Vientiane, Laos.
Malaysia:	Mr Yap Hong Kuan, Chief Organiser (Secondary Schools), Ministry of Education, Kuala Lumpur, Malaysia.
Philippines:	Prof. Aurora L. Samonte, Assistant Director, Institute for Language Teaching, College of Education, University of the Philippines, Diliman, Quezon City, Philippines.
Singapore:	Mrs Tai Yu-lin (Chairman), Assistant Director of Education, Ministry of Education, Singapore.
Thailand:	Mom Luang Poonlua Debyasuvarn, Acting Dean of Liberal Arts, Silpakorn University, Nakorn Pathom, Thailand.

Vietnam: Dr Dao Thi Hoi (Rapporteur),
Asst. Professor of English,
Saigon Faculty of Medicine,
Saigon,
Vietnam.

II. Officials from SEAMES, Bangkok

(i) Mr Sukich Nimmanheminda,
SEAMES Director-Designate,
Bangkok.

(ii) Dr (Mrs) Thida K. Jalichandra,
SEAMES Secretary I,
Bangkok.

III. Consultant — Dr Robert Jacobs,
Regional Education Adviser,
Bangkok,
Thailand.

IV. Observers

(i) Mr Elmer G. Fales,
Assistant Training Officer,
USAID,
Djakarta,
Indonesia.

(ii) Mrs Kwinarumi,
Dean of the Faculty of Letters,
Christian University,
Malang,
Indonesia.

(iii) Mr K. W. Moody,
English Language Officer,
British Council,
Djakarta,
Indonesia.

(iv) Miss Th. I. Puspowardojo,
Dean of the Teachers' College,
Atma Jaya Catholic University,
Malang,
Indonesia.

(v) Mrs Mayuri Sukwiwat,
University Development
Commission,
National Council Education,
Sukhothai Street,
Bangkok,
Thailand.

(vi) Dr Donald A. Leuschel,
Consultant,
English Language Teacher
Training Program,
Institute of Education,
Malang,
Indonesia.

(vii) Mr Theodore Smith,
Assistant to the Representative,
The Ford Foundation,
Djakarta,
Indonesia.

V. Regional English Language Centre Staff

Mr J. H. Faulhaber,
Development Officer.

VI. Secretariat (i) Mr M. Muhnilabib,
Head of Language Laboratory,
English Department,
Institute of Education,
Malang,
Indonesia.

(ii) Mr Sasmidi,
Instructor,
English Department,
Institute of Education,
Malang,
Indonesia.

(iii) Mr N. de Souza,
Registrar and Bursar,
Regional English Language
Centre,
Singapore.

Annex 6

Fourth Meeting of the Regional English Language Centre Coordinating Committee, 30 Sept. - 2 Oct. 1968.

Malang Organising Committee

1. Committee

Dr P.W.J. Nababan (Chairman)	Instructor, English Department, Institute of Education, Malang, Indonesia.
Mr E. Sadtono	Assistant Dean, Faculty of Arts and Modern Languages, Institute of Education, Malang, Indonesia.
Mr Mich. Soenardi	Assistant Rector, Institute of Education, Malang, Indonesia.
Mr M.F. Baradja	Instructor, English Department, Institute of Education, Malang, Indonesia.
Mr Hadisukono	Instructor, English Department, Institute of Education, Malang, Indonesia.
Miss Rumbilin	Instructor, English Department, Institute of Education, Malang, Indonesia.

Mrs Murtono	Instructor, English Department, Institute of Education, Malang, Indonesia.
Mr Sumardono	Head of English Department B, Institute of Education, Malang, Indonesia.
Mr K. Zuchridin	Assistant Rector, Institute of Education, Malang, Indonesia.
Miss Dedy Winoto	Head of Graphic Arts Department, Institute of Education, Malang, Indonesia.
Mr Subandi	Instructor, English Department, Institute of Education, Malang, Indonesia.

2. Editorial Staff

Dr S.U. Nababan	Instructor, English Department, Institute of Education, Malang, Indonesia.
Miss S. Kamil	Instructor, English Department, Institute of Education, Malang, Indonesia.

3. Office Staff

Mr Amin Ismail	English Department B, Institute of Education, Malang, Indonesia.
Mr Abukosim Sindapati	English Department, Institute of Education, Malang, Indonesia.
Mrs Subandi	Institute of Education, Malang, Indonesia.
Miss Wiludjeng Sutriswati	English Department, Institute of Education, Malang, Indonesia.

Annex 7

COMMUNIQUE

The Coordinating Committee for the Regional English Language Centre of the Southeast Asian Ministers of Education Council held its fourth meeting in the auditorium of the Institute of Teacher Training and Education (IKIP), Malang, Indonesia, from 30 September to 2 October 1968. The meeting was attended by the Committee members from Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. Mr. Sukich Nimmanheminda, the SEAMES Director, was present at the meeting. Also present were consultants as well as observers from Thailand, the Christian University, the Atma Jaya Catholic University at Malang, the British Council, USAID, USIS and the Ford Foundation.

The meeting was officially opened by Mr. Dardji Darmodihardjo, Rector of the Institute of Teacher Training and Education. Among the many distinguished guests invited to the Opening Ceremony on 30 September was Mr. T. Sudarmadji, the Mayor of Malang.

During the 3-day meeting, the Committee discussed various matters concerning training, research, publication, and other activities now carried out at

the Regional English Language Centre. Plans were also made for two regional seminars to be held in the near future, one on the research projects currently conducted at the Centre, and the other on new developments in the theory and methods of teaching and learning English.

The next meeting of the Committee will be held in the Philippines in March 1969.